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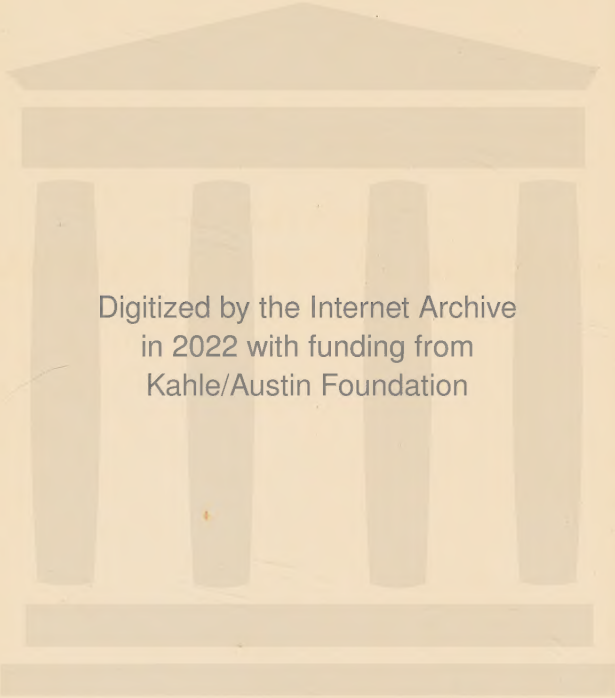
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REVIEW  
ESSENTIALS OF FRENCH GRAMMAR  
AND COMPOSITION



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REVIEW  
ESSENTIALS OF FRENCH GRAMMAR  
AND COMPOSITION

BY

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## PREFACE

As the name implies, it is the aim of this book to present the essential points of French grammar for *review* purposes and to offer composition material of a nature and type suited to that purpose. It is not a graded beginner's text nor is it intended for reference other than by the intermediate student. It is definitely planned for situations demanding *economy*, — courses at the college level needing a brief, thorough, effective grammar review; second-term sophomore high-school classes confronting the College Entrance Board requirements, and for private home-study.

It can be completed in *eighteen* assignments, or more, as desired. Mechanical arrangement, organization of material, basic texts, type and amount of drill, all have been worked out with the view of producing a rapid but flexible and efficient review grammar text.

The eighteen lessons are identical in arrangement and in their general nature. The discussion of the grammatical topic of a given lesson is followed *directly* by exercises and illustrative drills, arranged in the following order: (A) analytical, (B) synthetical, oral and written, direct method and translation, (C) composition involving selected idioms and irregular verbs, (D) questionnaire, and (E) free composition. It is possible for the teacher to follow his own method or desire in determining the type and amount of drill material to be used in class or for home work without inconvenience or impairment of results.

The basic texts, Daudet's *La Dernière Classe* and De Maupassant's *Deux Amis*, have been placed in an appendix and the lines serially numbered for ready reference in the exercises. The selection of these stories as literary models for student imitation was determined by the indisputable excellence and clarity of their syntax and style, by their fairly common vocabulary, by their familiarity to the student, and by their inherent human interest. Their exclusion from the body proper of the lessons allows the student to pass immediately from the observation of the grammatical theory to the task of composition, without hindrance of text or vocabulary, and obviates too ready consultation during sight or classroom drill.

For similar reasons, the forty-seven model irregular verbs, arranged in a synoptic table with notes and an index, and an alphabetical list of one hundred common verb regimens and idioms have been placed in a second appendix to which topical references are made at the head of each lesson. In so far as practicable, the irregular verb and its idiomatic or prepositional usages are drilled together in the same lesson. Defective verbs are not listed or drilled, nor has any attempt been made to make the idiom list complete at the expense of the natural demands of the text.

A *Note to the Student* (page ix) calls attention to certain important features of the mechanical arrangement of the text. To the teacher may be added the perhaps unnecessary caution to ascertain by translation or otherwise that the student has a *positive*, accurate knowledge of each basic text before taking up the lessons based thereon. Much of the success of the text rests upon this assurance.

The author does not wish to indicate how the book shall be used, other than to point out the advisability of assigning as a minimum for each lesson at least one drill from each of the five types, *i.e.* sections *A*, *B*, *C*, *D*, and *E*. The book has

been purposely arranged for varying needs under varying conditions and for use with various methods. A thoughtful adaptation or selection should solve any problem that comes rightfully within the scope of the review grammar.

The author wishes to thank that excellent body of students, in whose service the manuscript was called forth, for their unwitting assistance. More particularly does he wish to express his gratitude to his colleague, Professor Robert Vigneron of the University of Chicago, for his painstaking attention in the manuscript to the “*dévergondages grammaticales*” from which (alas!) the book is perhaps not yet wholly free, and for the further correction of which the author must look to his colleagues at large.

O. F. BOND.

CHICAGO, ILLINOIS,  
October, 1925.





## NOTE TO THE STUDENT

EXERCISES I-IX, with the exception of Exercise IX, A 1-2, are based upon Daudet, *La Dernière Classe*, the text of which is given in *Appendix B*, I, pages 161-167.

EXERCISES X-XVIII, with the exception of Exercises XVII, A and XVIII, A, are based upon De Maupassant, *Deux Amis*, the text of which is given in *Appendix B*, II, pages 167-176.

The numbers in parentheses in section A of Exercises I-XVIII refer to the corresponding lines of the basic texts in *Appendix B*. In many cases, the text should be consulted in order to establish the complete setting for the grammatical usage under consideration.

A synoptic list of irregular verbs is given in *Appendix A*, II, pages 137-145. A reference index list of irregular verbs is given in *Appendix A*, III, pages 146-147. All the verb regimens and locutions subjected to drill in the exercises are listed alphabetically in *Appendix A*, IV, pages 147-160. An explanation of the revised nomenclature used in reference to the verb and of the formation of tenses, with an analysis of certain typical irregularities in verb forms, is in *Appendix A*, I, pages 133-137.

It is advisable to use the conversational style in the exercises except occasionally in section C, 1, where the narrative style may be used to advantage.

The vocabulary includes only the less common words occurring in the basic selections. To secure the best results, the student should make himself thoroughly familiar with the vocabulary of the texts in *Appendix B* before taking up the study of the forms and syntax.



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# REVIEW ESSENTIALS OF FRENCH GRAMMAR AND COMPOSITION

## LESSON I

### THE DEFINITE AND INDEFINITE ARTICLES

Irregular Verbs: **avoir**, **être**. Idioms: **avoir beau**, **avoir** (personal states), **avoir** (age, ailments, time, etc.), **être à qqn.**, **être en train de**.

#### § 1. DEFINITE ARTICLE: FORMS.

<i>Masculine singular</i>	<i>Feminine singular</i>	<i>Masculine and feminine plural</i>	<i>English equivalent</i>
<b>le</b> (l')	<b>la</b> (l')	<b>les</b>	<i>the</i>
<b>du</b> (de l')	<b>de la</b> (de l')	<b>des</b>	<i>of the</i>
<b>au</b> (à l')	<b>à la</b> (à l')	<b>aux</b>	<i>to the</i>

*Notes:* 1. The forms **l'**, **de l'**, **à l'** are used before a word beginning with a vowel or 'mute **h**': **l'homme**, **de l'eau**, **à l'ami**.

2. **Du**, **des**, **au**, **aux** are contractions of **de** and **à** with the definite article. There are no contractions with the feminine singular form of the definite article: **à la mode**, **de la maison**.

3. There is no possessive case in French. The English 's (or s') is rendered by **du, de la, de l'** (or **des**) plus the noun.

## § 2. DEFINITE ARTICLE: USE.

1. The definite article is used in French, as in English, to denote a *specific* person, fact, or object.

<b>Le toit de la maison.</b>	The roof of the house.
<b>Au commencement de la classe.</b>	At the beginning of the class.
<b>Le temps était chaud.</b>	The weather was warm.

2. The definite article is used in French to *generalize* a noun. It is usually omitted in English when the noun has a general sense.

<b>L'histoire se répète.</b>	History repeats itself.
<b>Nous n'aimons pas la guerre.</b>	We do not like war.
<b>La lâcheté est un vice.</b>	Cowardice is a vice.

3. The definite article is required before each noun of a series, except in lists, classifications, etc.

<b>Les hommes et les femmes.</b>	Men and women.
<b>La mère et le fils.</b>	The mother and son.

4. The definite article is used before proper names qualified by an adjective or a noun and not used in direct address.<sup>1</sup>

<b>Le petit Frantz court vite.</b>	Little Frantz runs quickly.
<b>Le général Foch.</b>	General Foch.
<b>Va vite, mon petit Frantz.</b>	<i>but</i> Go quickly, (my) little Frantz.
<b>A vos ordres, mon général.</b>	At your command, General.

5. The definite article is commonly used before geographical place-names, *viz.*, rivers, mountains, provinces, countries,

<sup>1</sup> The article is used in direct address, however, if the title is preceded by **Monsieur, madame, mademoiselle**: **C'est mon fils, M. le docteur, This is my son, Doctor.**



continents, oceans, etc. It is not used, however, after the preposition **en** or before the names of towns.<sup>1</sup>

L'Allemagne <i>but</i> en Allemagne.	Germany. In Germany.
La France est en Europe.	France is in Europe.
Paris est sur la Seine.	Paris is on the Seine.
Aux États-Unis. De l'Alsace.	In the United States. Of Alsace.

6. The definite article commonly replaces the possessive adjective (**mon, ma, mes**, etc.) in denoting a part of the body or an article of clothing, when the ownership is unquestionable. If the noun is qualified, however, it is customary to use the possessive adjective.

Il avait sa règle sous le bras.	He had his ruler under his arm.
Ôtez la (or votre) casquette, Jean.	Take off your cap, John.
	<i>but</i>
Levez votre (or la) main gauche.	Raise your left hand.
Il avait sa calotte de soie.	He was wearing his silk cap.

7. The definite article is used *distributively* after adverbial expressions of price to indicate measure. Time is commonly indicated by **par**, although the definite article also occurs.

Deux sous la pièce.	Two cents apiece.
Trois francs la livre.	Three francs a pound.
	<i>but</i>
Une fois par semaine.	Once a week.
Cent francs par an.	A hundred francs a year.
	<i>but</i>
Il vient le samedi.	He comes on Saturday. (Regularly.)

<sup>1</sup> Only feminine names of countries are governed by **en**; masculine names of countries require à plus the definite article: **en Espagne** *but* **au Portugal**, **au Canada**, **au Mexique**, **au Japon**, **aux Pays-Bas**. Note also: **dans l'Amérique du Sud (du Nord)**, **dans l'Asie occidentale**, in which the place-name is modified. Sometimes the definite article is an integral part of the name of a city, thus: **la Hague**, **le Havre**, **la Nouvelle-Orléans**.

## § 3. DEFINITE ARTICLE : OMISSION.

1. The definite article is omitted in adjectival and adverbial phrases, formed of a preposition plus a noun, unless the dependent noun is qualified, or rendered specific.

A travers champs.	Across lots. (Through the fields.)
Avec plaisir. Par exemple.	With pleasure. For instance.
La terrible règle en fer.	The terrible iron ruler.
Les gens d'Alsace.	The Alsatian people.
Une horloge d'église.	A church clock.
	<i>but</i>
L'horloge de l'église.	The church clock. (Specific.)

2. The definite article is omitted in a large number of verb phrases, composed of verb plus noun.

Il avait peur, faim, tort.	He was afraid, hungry, wrong.
Faites attention.	Pay attention.
Prenez garde!	Look out !

3. The article is omitted before nouns used parenthetically in apposition.

Le Dauphin, fils de Louis XVI.	The Dauphin, son of Louis XVI.
--------------------------------	--------------------------------

## § 4. INDEFINITE ARTICLE : FORMS.

<i>Masculine singular</i>	<i>Feminine singular</i>	<i>Masculine and feminine plural</i>	<i>English equivalents</i>
<b>un</b>	<b>une</b>	<b>des (de)*</b>	<i>a, an, some, any</i>

\* See § 8 for the partitive use of **des, de**.

## § 5. INDEFINITE ARTICLE : USE.

The indefinite article is used, on the whole, as in English. It is required, however, before a qualified abstract noun and it has no distributive function (see § 2, 7).

Un matin de dimanche.	A Sunday morning.
Il porte des livres.	He is carrying (some) books.
C'est une triste nouvelle.	It is sad news.

## § 6. INDEFINITE ARTICLE : OMISSION.

1. The indefinite article is omitted before a word expressing nationality, religion, profession, rank, etc., used predicatively (usually as complement of *être*). If the subject of *être* is *ce*, or if the predicate noun has a modifier, the article is retained.

Il est facteur.	He is a postman.
Nous sommes Américains.	We are Americans.
<i>but</i>	
C'est un ancien facteur.	He is a former postman.
Ce sont des Américains en détresse.	They are Americans in distress.

2. The indefinite article is omitted in apposition (cf. § 3, 3).

Paris, ville de Gaule.	Paris, a city of Gaul.
Tartufe, comédie de Molière.	Tartufe, a comedy by Molière.

## § 7. DEFINITE AND INDEFINITE ARTICLES : UNCLASSIFIED USAGES.

Nuit et jour.	Night and day.
Ni femme ni enfants.	Neither wife nor children.
Sans argent.	Penniless.
Au revoir!	Good-bye !
L'année passée.	Last year.
Il cria au secours.	He cried (for) help.
Soyez le bienvenu.	Be welcome.
Parler anglais, français, etc.	Speak English, French, etc.
En l'honneur de.	In honor of.

## EXERCISE I

A. (1) *Explain the use or omission of the article in the following expressions:* 1. sur les participes (3). 2. à travers

champs (6). 3. un grand tapage (27). 4. en se bouchant les oreilles (29). 5. du maître (30). 6. si j'avais peur (40). 7. sans colère (41). 8. jours d'inspection (49). 9. vides d'habitude (54). 10. le vieux Hauser (55). 11. les coups de règle (81). 12. être Français (104). 13. donner congé (115). 14. la tête (181).

(2) *List ten cases of the use or omission of the article, selected from lines 116-183 of La Dernière Classe, and analyze each usage.*

(3) *Supply the article or leave it out, as the case may be, and give the reason for so doing:* 1. Un bulletin (à) ——— affiches. 2. On passe (à) ——— écriture. 3. ——— petit Frantz est ——— Alsacien. 4. Le vieux fait ——— attention ——— maître. 5. Il fait ——— classe jusqu'—— bout. 6. Il ne sait parler ——— français. 7. ——— petit Frantz va vite à sa place. 8. Ce village est en ——— France maintenant. 9. C'est en ——— honneur de cette dernière classe qu'il avait mis sa calotte ——— soie noire brodée. 10. Un jour ——— congé quatre fois ——— mois. 11. ——— patience est une vertu. 12. Il est ——— facteur.

**B.** (1) *Translate:* 1. I am an Alsatian. 2. I am a little Alsatian. 3. Alsace is a part of France. 4. Have you ever been in Alsace? 5. Alsatians speak French. 6. I am going to school this morning. 7. I go to school five times a week. 8. I am late this morning and I am afraid. 9. M. Hamel, a teacher in my school, is going to ask for the rule of participles. 10. I do not know the first word of it. 11. I have a fine idea! 12. I shall cut class and hunt birds' nests. 13. The weather is very warm, for it is spring. 14. Behind the sawmill the Prussians are drilling. 15. Blackbirds are whistling at the edge of the woods. 16. I see some village people near the bulletin board in the square. 17. Wachter is there busy reading the news. 18. Wachter is a blacksmith. 19. But I have the strength to resist. 20. I run across the square and I enter Mr. Hamel's little courtyard.

(2) *Translate orally:* 1. The village townhall. 2. It is bad news. 3. They are French. 4. France is in Europe. 5. Every one likes Paris. 6. It is Mr. Hamel's terrible iron ruler. 7. They stop up their ears. 8. Through the open window. 9. He has some books under his arm. 10. We are very much afraid. 11. He speaks to me without anger. 12. [On] inspection days. 13. The whole class. 14. At the back of the room. 15. He was a mayor. 16. He enters amidst a great calm. 17. Raise your head, Frantz.

C. (1) *Translate:* 1. It will be useless for little Frantz to study French now. 2. These spectacles belong to old Hauser. 3. His sister was busy closing the trunks. 4. There was a crowd on the square this morning. 5. What was the matter? 6. News came from Berlin a few hours ago. 7. Only German will be taught in the schools of Alsace and Lorraine. 8. M. Hamel was more than (de) sixty years old. 9. How far is it to Berlin? 10. Be quiet; Mr. Hamel has a headache. 11. Their parents have needed a few cents more. 12. The little ones are sleepy. 13. There were some village people in the back of the room. 14. Whose grammar is this? 15. Mr. Hamel was right; we had always put off our instruction.

(2) *Form sentences of your own, using correctly:* 1. **avoir froid.** 2. **être en train de.** 3. **avoir mal.** 4. **avoir raison.** 5. **être à.** 6. **avoir** (in *age* expressions). 7. **avoir** (in stating *distances*). 8. **y avoir** (impersonal). 9. **il y a** ('ago'). 10. **avoir faim.**

D. *Répondez en français:* 1. Quel est l'auteur de la *Dernière Classe*? 2. Dans quelle partie de la France est-il né? 3. Quel âge avait-il à sa mort? 4. Avez-vous lu *Le Juge de Colmar*, conte de Daudet? 5. De quelle guerre parle-t-on ici? 6. Quelles provinces s'appelaient autrefois "les provinces perdues"? 7. Quelle langue enseignait-on en Alsace il y a quelques années? 8. Quelles sont les limites de

l'Alsace à l'est et à l'ouest? 9. Quelle est la ville la plus importante de l'Alsace? 10. En quoi son commerce consiste-t-il?

**E. *Sujet de composition:* Un matin de printemps.** Temps — chaud — clair — merles — siffler — lisière du bois — pré — l'horloge de l'église — sonner — manquer la classe — à travers champs — courir les nids.

## LESSON II

### THE PARTITIVE

Irregular Verbs: *aller, envoyer*. Idioms: *aller à qqn., aller faire qqch., aller chercher, s'en aller, envoyer chercher, à côté de, du côté de.*

#### § 8. THE PARTITIVE: DEFINITION.

Aside from the use of a noun in a *specific* sense (cf. § 2, 1), in a *general* sense (cf. § 2, 2), and in a *distributive* sense (cf. § 2, 7), it may be used in a *partitive* sense to denote a part of a whole or an undetermined amount of something, as: 'He has *friends* in Paris.' So used in English, the noun is either without an article or is qualified by 'some,' 'some of,' 'any': in French, the noun is commonly qualified by either *du, de la, de l', des*, or the preposition *de* without the article.

#### § 9. THE PARTITIVE WITH ARTICLE.

The usual expression of the partitive idea in French is indicated by a noun preceded by a form of the preposition *de* plus the definite article. The partitive form must be repeated before each noun of a series, except in lists, classifications, etc. (cf. § 2, 3).

*Il veut du pain.*

*Voici de l'eau fraîche.*

*Il a des amis et des ennemis.*

He wants (some) bread.

Here is (some) fresh water.

He has friends and enemies.



## § 10. THE PARTITIVE WITHOUT ARTICLE.

1. When an adjective precedes the noun, expressed or implied, the partitive sense is indicated by **de** alone. The article is used however when the adjective forms an integral part of the noun, or when the noun has also a distinctive adjunct.

De grands noyers.	Large walnut trees.
De bons amis et de mauvais.	Good friends and bad (ones).

*but*

Du bon sens; des petits pains.	Common sense; rolls.
Des petits drapeaux qui flottaient.	Little waving flags.

2. The partitive sense is expressed by **de** alone plus a noun in general negation (after **ne . . . pas, point, plus, jamais**, etc.).<sup>1</sup> If the negative adverb qualifies the verb and does not affect the noun, **de** plus the article is used.

Il n'a pas d'amis.	He hasn't any friends.
Point de nouvelles!	No news!

*but*

N'a-t-il pas des amis?	Hasn't he (some) friends?
------------------------	---------------------------

3. The partitive sense is expressed by **de** plus a noun after a noun or adverb indicating quantity or measure, as: **une douzaine, une livre, un kilo, une bouteille, un verre**, etc., and **beaucoup, peu, plus, assez, trop, combien, tant**, etc.<sup>2</sup>

Beaucoup de gens.	Many people.
Une douzaine de plumes.	A dozen pens.
Assez de patience.	Enough patience.

<sup>1</sup> **De** plus the article stands after **ne . . . que**, 'only': **Je ne vois que des hommes**, *I see only men*.

<sup>2</sup> **La plupart** and **bien**, not being true adverbs of quantity, require **de** plus the article: **Bien des villages**, *many villages*. **La plupart des gens**, *most people*.

4. The partitive sense is expressed by **de** before nouns and adjectives following certain neuter and indefinite pronouns, as: **ceci, que, quoi, ce qui (que), quelque chose, rien.**

Je n'ai rien de valeur.	I have nothing valuable.
Qu'avez-vous de bon à manger?	What have you good to eat?
Ce qu'il fait d'important.	Whatever he does of importance.

### § 11. OMISSION OF THE PARTITIVE.

1. After a verb requiring the preposition **de**.

Il rit de joie.	He laughs from joy.
J'ai besoin de conseils.	I need advice.

2. In adverbial and adjectival phrases formed by the preposition **de** plus a noun. Similarly, in adverbial phrases formed by **avec**, or **sans** plus a noun.

Couvert de feuilles.	Covered with leaves.
Une calotte de soie.	A silk cap.
Sans doute; avec courage.	Doubtless; courageously.

3. After certain connectives, as: **ni . . . ni, neither . . . nor, sans . . . ni, without . . . or.**

Il n'a ni peur ni honte.	He is neither afraid nor ashamed
Sans amis ni parents.	Without friends or relatives.

### § 12. THE PARTITIVE EN.

The pronoun **en** (cf. § 31, 1) replaces a partitive noun omitted after expressions of quantity or measure, including numerals and indefinite adjectives. For the position of **en**, see § 32.

Il en apporte assez.	He is bringing enough.
Je lui en ai donné plusieurs.	I gave him several (of them).
J'en ai vu quatre.	I have seen four.

## EXERCISE II

A. (1) *Analyze the expression of the partitive sense in the following examples taken from **La Dernière Classe**, and translate into idiomatic English:* 1. du monde (13). 2. Un peu de silence (32). 3. un matin de dimanche (35). 4. sans colère (41). 5. quelque chose d'extraordinaire (50). 6. d'autres personnes (56). 7. des glissades (75). 8. de vieux amis (78). 9. beaucoup de peine (79). 10. autant de patience (126). 11. tremblait d'émotion (166).

(2) *Phrase sentences of your own using the examples of the partitive given in the preceding exercise.*

(3) *Supply the correct form of the partitive or leave it out as the case may be, explaining the reason for your choice:* 1. Il a sa bonne part — reproches à se faire. 2. Qui veut aller pêcher — truites? 3. Nous n'aurons plus — leçons. 4. Ils le remercient de ses quarante ans — services. 5. Il prit un morceau — craie. 6. J'ai envie — beaucoup — choses. 7. Il lui faut — courage. 8. Ce sont — mauvaises nouvelles. 9. On n'entend ni — pupitres ni — coups de règle. 10. Il avait bien — courage.

B. (1) *Translate:* 1. There are people before the mayor's office. 2. Most Alsatians speak French. 3. Pigeons are cooing softly on the schoolhouse roof. 4. Mr. Hamel looks at me without anger. 5. Are they wearing their Sunday clothes, too? 6. Does he mean "A little silence!" when he taps with his iron ruler? 7. At the back of the room I saw the former mayor and some other people. 8. Poor Hauser is without books or spectacles. 9. Mr. Hamel doesn't give us difficult lessons. 10. We shall never have any.

(2) *Translate rapidly and orally:* 1. Black silk. 2. Many battles. 3. No seats! 4. Large spectacles. 5. Have you enough? 6. There were three. 7. As much patience as possible (**que possible**). 8. Neither French nor German. 9. A dozen Prussian soldiers. 10. Without reproach.

11. Large walnut trees. 12. Most rules. 13. Too many punishments. 14. Some new copies. 15. He has time enough. 16. Are you afraid?

(3) *Phrase a sentence of your own illustrating the expression of the partitive:* 1. (in a series of three nouns). 2. (before an adjective preceding a noun). 3. (after **un verre**). 4. (when the partitive noun is omitted after an expression of quantity). 5. (with **ni . . . ni**). 6. (in an adverbial phrase).

(4) *Transform the following statements in such a way as to leave the sense partitive:* 1. Il n'écoutait pas les trompettes. 2. Il voit les pigeons sur la toiture. 3. Beaucoup de ces gens disent cela. 4. Il entend les tout petits qui chantent leurs leçons. 5. Il se faisait un tapage.

C. (1) *Translate:* 1. J'enverrai chercher de petits drapeaux. 2. Cette redingote lui allait bien. 3. De quel côté est-elle allée? 4. Va t'asseoir au fond de la salle. 5. Ils allaient chercher leurs parents. 6. Le vieux Hauser est assis à côté de l'ancien maire. 7. Ils s'en iront du pays pour toujours. 8. Allons de ce côté-ci. 9. Il a envoyé chercher le facteur qui demeurerait de l'autre côté de la place. 10. Allez-vous-en.

(2) *Form similar sentences using correctly:* 1. **de ce côté-là**. 2. **s'en aller** (past descriptive). 3. **aller chercher** (present indicative). 4. **aller** (future). 5. **à côté de**. 6. **envoyer chercher** (imperative). 7. **de l'autre côté**. 8. **envoyer** (future). 9. **aller faire qqch.** (present perfect). 10. **de quel côté?**

(3) *Translate:* 1. When did his sister go? 2. Let us send for the blacksmith. 3. No one would have gone in that direction. 4. Go [and] sit beside the village people. 5. We shall go for some other people. 6. If this cap does not fit you, send for another. 7. Is he going to scold little Frantz? 8. They are going to make the pigeons speak (**chanter**) German. 9. Wachter and his apprentice went

away (*present perfect*) across the fields. 10. I must go away (*present subjunctive*) tomorrow.

D. *Répondez en français aux questions suivantes:* 1. Où allait le petit Frantz ce matin-là? 2. De combien était-il en retard? 3. De quoi avait-il peur? 4. Qu'est-ce que M. Hamel leur avait dit? 5. Récitez la règle d'accord des participes conjugués avec **être** (cf. § 81, 2). 6. Récitez la règle d'accord des participes conjugués avec **avoir** (cf. § 81, 2). 7. Est-ce que vous trouvez cette règle difficile? 8. Est-ce que vous n'en savez rien? 9. Allez-vous apprendre cette règle demain? 10. Qui est-ce qui n'en savait pas le premier mot? 11. Est-ce que vous étiez en retard ce matin? 12. Avez-vous été en retard hier? 13. Avez-vous peur de quelque chose? 14. A côté de qui êtes-vous assis(e)?

E. *Sujet de composition:* **Une place de village** : lisière du bois — village — place — mairie — église — maison d'école — petite cour — noyers — grillage aux affiches — nouvelles — du monde — lire — soldats — revenir — l'exercice — trompettes — rue.

## LESSON III

### THE NOUN

Irregular Verbs: **devoir, recevoir**. Idioms: **devoir** (modal usage; cf. § 83, 3), **nouvelles, rencontre**.

#### § 13. THE NOUN: CASE.

There are no declensions in French as in Latin. Case relationships are not indicated by variations in form, *i.e.* endings. The indirect object (dative) is indicated by the preposition **à** plus the noun, the possessive (genitive) by the preposition **de** plus the noun, and the subject (nominative) and object (accusative) by their position relative to the verb.

<b>Il parlera à son maître.</b>	He will speak to his teacher.
<b>L'apprenti de Wachter.</b>	Wachter's apprentice.
<b>Le garçon regarde l'affiche.</b>	The boy looks at the notice.

#### § 14. THE NOUN: GENDER.

The neuter gender is wanting in French. Names of things are therefore either masculine or feminine. Neither form nor meaning can be accurately relied upon to determine the gender of inanimate objects. However, the gender of some nouns may be determined from their *meaning*.<sup>1</sup>

1. Names of males, names of trees, metals, chemicals, seasons, months, days of the week, points of the compass,

<sup>1</sup> Determined by *ending*, those nouns are commonly *feminine* that end in: (a) mute **-e** (exceptions: **-age** (suffix), **-acle, -ège, -ème**, which are masculine). (b) abstract nouns in **-eur** (except *un honneur, le labeur, le bonheur, le malheur*). (c) abstract nouns in **-té** and others in **-tié**. (d) **-on** (with few exceptions). The preceding statement is a useful but not infallible guide.

weights and measures, and names of countries and rivers not ending in mute *-e* are *masculine*.

le garçon, the boy	lundi, Monday
le noyer, the walnut tree	le nord, the north
le fer, iron	le litre, the liter
le printemps, spring	le Japon, Japan
avril, April	le Rhin, the Rhine

2. Names of females, most abstract nouns, names of arts, sciences and trades, holidays (*fête de* being understood), most names of cities and towns, and names of countries and rivers ending in mute *-e*<sup>1</sup> are *feminine*.

la sœur, the sister	la Noël, Christmas
la patience, patience	la Nouvelle-Orléans, New Orleans
la grammaire, grammar	la France, France
la chimie, chemistry	la Seine, the Seine

### § 15. NOUNS OF DOUBLE GENDER.

1. A few nouns denoting persons (ending in mute *-e*, usually) are either masculine or feminine according to sex, as :

un (une) élève, a pupil	un (une) artiste, an artist
le (la) concierge, the janitor	le (la) camarade, the comrade
un (une) esclave, a slave	un (une) enfant, a child

2. Some nouns, without varying in form, vary in meaning according to their gender, as :

le livre, the book	la livre, the pound (weight)
le somme, the nap	la somme, the sum
le tour, the turn or trick	la tour, the tower
un page, a page (servant)	une page, a page (of a book)
un voile, a veil	une voile, a sail

### § 16. FORMATION OF FEMININE OF NOUNS.

Most nouns denoting animate beings have corresponding masculine and feminine forms to indicate male and female sex.

<sup>1</sup> Noteworthy exceptions are : le Mexique, le Rhône, le Tibre.



Typical changes involved in the formation of the feminine are: (a) addition of **-sse** to a few masculines ending in mute **-e**<sup>1</sup>; (b) **-er** > **-ère**; (c) **-ier** > **-ière**; (d) **-eur** > **-euse**; (e) **-eur** > **-eresse** (few nouns only); (f) **-teur** > **-trice**; (g) **-p, -f** > **-ve**; (h) doubling of final **-n, -t** before the addition of mute **-e**; (i) use of a wholly different word.

(a) <b>le maître</b> , the teacher	<b>la maîtresse</b> , the teacher
<b>le tigre</b> , the tiger	<b>la tigresse</b> , the tigress
(b) <b>un berger</b> , a shepherd	<b>une bergère</b> , a shepherdess
(c) <b>un cuisinier</b> , a cook	<b>une cuisinière</b> , a cook
<b>un fermier</b> , a farmer	<b>une fermière</b> , a farmer
(d) <b>un danseur</b> , a dancer	<b>une danseuse</b> , a dancer
<b>un chanteur</b> , a singer	<b>une chanteuse</b> , a singer
(e) <b>un enchanteur</b> , an enchanter	<b>une enchanteresse</b> , an enchantress
(f) <b>un lecteur</b> , a reader	<b>une lectrice</b> , a reader
<b>un acteur</b> , an actor	<b>une actrice</b> , an actress
(g) <b>un loup</b> , a wolf	<b>une louve</b> , a female wolf
<b>un veuf</b> , a widower	<b>une veuve</b> , a widow
(h) <b>un chien</b> , a male dog	<b>une chienne</b> , a female dog
<b>un chat</b> , a male cat	<b>une chatte</b> , a female cat
(i) <b>le duc</b> , the duke	<b>la duchesse</b> , the duchess
<b>le frère</b> , the brother	<b>la sœur</b> , the sister
<b>le coq</b> , the cock	<b>la poule</b> , the hen
<b>le roi</b> , the king	<b>la reine</b> , the queen

## § 17. FORMATION OF PLURAL OF NOUNS.

Nouns form the plural by adding **-s** to the singular, with the following types of exceptions: (a) no change in nouns ending in **-s, -x, and -z**; (b) ending in **-au, -eu**, add **-x**; (c) ending in **-al**, change **-al** to **-au** and add **-x**<sup>2</sup>; (d) a few

<sup>1</sup> Most masculine nouns ending in mute **-e** do not change, as: **un Russe, une Russe**, a *Russian*; **un élève, une élève**, a *pupil*.

<sup>2</sup> The following nouns in **-al** add **-s** to form the plural: **l'aval**, *endorsement*; **le bal**, *ball (dance)*; **le carnaval**, *carnival*; **le chacal**, *jackal*; **le choral**, *choral*; **le régat**, *treat*.

nouns in **-ou** and **-ail** with the plural in **-oux** and **-aux**, respectively <sup>1</sup>; (e) a few irregular or double plurals.<sup>2</sup>

(a) <b>le nez</b> , the nose	<b>les nez</b> , the noses
<b>le cas</b> , the case	<b>les cas</b> , the cases
<b>la voix</b> , the voice	<b>les voix</b> , the voices
(b) <b>l'eau</b> , the water	<b>les eaux</b> , the waters
<b>le jeu</b> , the game	<b>les jeux</b> , the games
(c) <b>le cheval</b> , the horse	<b>les chevaux</b> , the horses
<b>le journal</b> , the newspaper	<b>les journaux</b> , the newspapers
(d) <b>le genou</b> , the knee	<b>les genoux</b> , the knees
<b>le bijou</b> , the jewel	<b>les bijoux</b> , the jewels
<b>le travail</b> , the work	<b>les travaux</b> , the works
<b>le bail</b> , the lease	<b>les baux</b> , the leases
(e) <b>le ciel</b> , the sky	<b>les cieux</b> , the skies
	<b>les ciels</b> , the canopies, <i>or</i> 'skies' in paintings
<b>l'œil</b> , the eye	<b>les yeux</b> , the eyes
	<b>les œils-de-bœuf</b> , oval windows
<b>l'aïeul</b> , the ancestor	<b>les aïeux</b> , the ancestors
	<b>les aïeuls</b> , the grandfathers

## § 18. COMPOUND NOUNS.

Compound nouns differ widely in formation. Only the noun or adjective parts may take the sign of the plural. In general, if the compound noun is without hyphen, it is treated like a simple noun; if it is with hyphen, noun or adjective parts take the plural sign; if it is formed of two nouns connected by hyphens and a preposition, as a rule only the first noun is variable.

<b>le pourboire</b> , the tip	<b>les pourboires</b> , the tips
<b>le grand-père</b> , the grand-father	<b>les grands-pères</b> , the grand-fathers
<b>l'arc-en-ciel</b> , the rainbow	<b>les arcs-en-ciel</b> , the rainbows

<sup>1</sup> The commonest are : **le bijou**, *jewel*; **le chou**, *cabbage*; **le caillou**, *pebble*; **le genou**, *knee*; **le hibou**, *owl*; **le joujou**, *toy*; **le pou**, *louse*; **le bail**, *lease*; **le corail**, *coral*; **le soupirail**, *air-hole*; **le travail**, *work*; **le vitrail**, *stained-glass window*; **l'émail**, *enamel*.

<sup>2</sup> The complete list is : **le ciel**, *sky*; **l'œil**, *eye*; **l'aïeul**, *ancestor*; **le travail**, *work*; **l'ail**, *garlic*; **le pal**, *stake*.

## EXERCISE III

A. (1) *State the gender of the following nouns and how it may be determined:* 1. école. 2. peur. 3. champs. 4. temps. 5. pré. 6. grillage. 7. forgeron. 8. requi-  
sition. 9. dimanche. 10. fer. 11. colère. 12. maire. 13. Sarre. 14. Alsace. 15. façon. 16. devoir. 17. frayeur. 18. congé. 19. histoire. 20. noyer. 21. courage. 22. émotion. 23. honneur. 24. village.

(2) *Change into plural form:* 1. Je me tourne vers le tableau et je prends un morceau de craie. 2. Cela fait comme un petit drapeau. 3. C'est un beau pays! 4. Sa voix tremblait d'émotion. 5. Je veux un sou de plus. 6. Il tient la clef de sa prison. 7. Voici une terrible règle en fer. 8. Je vais recevoir un prix. 9. Entendez-vous une voix? 10. Il prétend être Français. 11. Il le tient sur son genou. 12. Je vois un champ par la fenêtre.

(3) *Supply the correct form of the article:* 1. J'entre dans — cour de M. Hamel. 2. Je comptais sur — grand tapage. 3. Je m'arrête près — grillage aux affiches. 4. Il y avait — monde. 5. Il faut entrer — milieu — calme. 6. — silence était terrible! 7. Les gens — village étaient assis — fond — salle. 8. Je vais vous rendre — service. 9. Je reste debout, — cœur gros, sans lever — tête. 10. J'ai bien — temps!

B. (1) *Give the plural of the following nouns:* la voix, le genou, le bal, le drapeau, le Français, le travail, le bord, la cour, l'émail, le tas (*heap*), le corail, le gaz (*gas*), le château (*castle*), le bras, le cheval (*horse*), le cheveu (*hair*), l'œil, le fils (*son*), le lieu, le ciel, le chou-fleur (*cauliflower*), le tire-bouchon (*corkscrew*), le chef-d'œuvre (*masterpiece*).

(2) *Give the feminine form for:* l'homme, le prince, le maître, le malade (*patient*), l'ami, le boulanger (*baker*), l'ouvrier (*workman*), le citoyen (*citizen*), un enfant, le camarade, le garçon.

(3) *Translate*: 1. It is the last time that French will be taught in the schools of Alsace. 2. I have not studied my French lessons. 3. There will be no more prizes. 4. The village people are silent. 5. Hauser holds a primer on his knees. 6. I listen to the voices of the little ones. 7. I hear the Prussians drilling in the fields. 8. I should like to run after nests in the meadows. 9. My comrades are busy studying their lessons. 10. Mr. Hamel says that books are like old friends. 11. He is going away from the country forever! 12. There is a great calm in the square and (in) the streets.

(4) *Translate orally and rapidly*: 1. Pieces of chalk. 2. The things in the room. 3. Their French lessons. 4. The walnut trees in the yard. 5. The church clock. 6. He puts on his spectacles. 7. The countries of Europe. 8. In the spinning mills. 9. Ten cents. 10. The people in the back of the room. 11. My Sunday clothes. 12. On his knees. 13. Several prizes. 14. Blackboards.

C. (1) *Translate*: 1. Have you received news of the war? 2. Is Mr. Hamel to leave his country forever? 3. I am going to meet my sister. 4. There is good news on the bulletin board. 5. The little ones run to meet me. 6. You should have seen old Hauser. 7. We shall receive no more French lessons. 8. Have you any news of your sister? 9. It must be inspection day. 10. He receives news from headquarters every day. 11. We were to go trout fishing [on] that day. 12. We ought to know [how] to write and speak our language. 13. The new teacher is to arrive tomorrow. 14. I ought to have said that rule without a mistake. 15. The mayor used to receive news from Berlin. 16. Come [to] meet me.

(2) *Conjugez*: 1. Je vais à la rencontre de ma sœur. 2. J'allais m'en aller du pays. 3. Je ne recevrai plus de leçons. 4. Je devrais envoyer chercher le maire. 5. Je dois étudier mes leçons.

(3) *Form sentences of your own using correctly*: 1. **devoir**

(past descriptive). 2. **recevoir des nouvelles**. 3. **aller à la rencontre (de)** (past perfect). 4. **devoir** (past future). 5. **devoir** (past future perfect).

**D.** *Répondez en français aux questions suivantes:* 1. Avez-vous jamais eu l'idée de manquer la classe? 2. Êtes-vous allé à travers champs? 3. Doit-on manquer la classe quand on ne sait pas la leçon? 4. Pourquoi le petit Frantz avait-il cette idée? 5. Qu'est-ce qu'il entendait à la lisière du bois? 6. Que faisaient les Prussiens? 7. A qui était le pré? 8. La règle des participes vous tente-t-elle? 9. Quelle idée vous a tenté? 10. Quelle idée a tenté le petit Frantz? 11. A-t-il cédé (*yielded*) à cette idée? 12. Avez-vous eu aussi la force de résister? 13. Aurait-il dû prendre sa course à travers champs? 14. Qu'aurait-il dû faire?

**E.** *Sujet de composition:* **La Tentation du petit Frantz:** être en retard — avoir peur — gronder — maître Hamel — interroger — règle des participes — n'en savoir rien — règle en fer — punitions — coups de règle — livres ennuyeux — le temps — chaud — clair — merles — siffler — lisière du bois — Prussiens — scierie — faire l'exercice — courir les nids — la Saar — idée — manquer la classe — force — résister — courir — vers l'école.

## LESSON IV

### THE ADJECTIVE

Irregular Verbs: **pouvoir, savoir.** Idioms: **savoir faire qqch., tout** (*in adverbial phrases*).

#### § 19. THE ADJECTIVE: AGREEMENT.

The adjective agrees in gender and in number with the noun it modifies. Should it modify two or more nouns differing in gender, its form is masculine plural.

<b>Le nouveau maître.</b>	The new teacher.
<b>Ses grosses lunettes.</b>	His great spectacles.
<b>Les hommes et les femmes forts.</b>	Strong men and women.

#### § 20. THE ADJECTIVE: POSITION.

1. There is no inviolable rule for the position of the attributive adjective in French; the relative position of adjective and noun is a matter of stress as well as of usage and therefore may vary more or less at the will of the speaker. The governing principle is to place the adjective with *distinguishing* quality *after* the noun and the adjective with *unstressed* or *emotional* quality *before* the noun. Fine distinctions in meaning may be created thus, as:

<b>Un pauvre homme.</b>	A poor man (unfortunate).
<b>Un homme pauvre.</b>	A poor man (penniless).
<b>Un cher ami.</b>	A dear friend.
<b>Un vin cher.</b>	An expensive wine.
<b>Une rue étroite.</b>	A narrow street.

<b>Une étroite amitié.</b>	A close friendship.
<b>Un savant académicien.</b>	A learned academician (unstressed).
<b>Un homme savant.</b>	A learned man (distinguished).

2. Since they are used commonly with distinguishing force, the following classes of attributive adjectives regularly follow the noun: adjectives of shape, color, and other physical qualities; adjectives of nationality, religion, political affiliation, title, and profession; proper adjectives; past participles used as adjectives.

<b>Sa redingote verte.</b>	His green frock coat.
<b>Les soldats prussiens.</b>	The Prussian soldiers.
<b>Une église catholique.</b>	A Catholic church.
<b>Un journal royaliste.</b>	A Royalist newspaper.
<b>Les batailles perdues.</b>	The lost battles.
<b>Un angle droit.</b>	A right angle.

3. Determinatives, such as possessive, demonstrative, interrogative, numerical, and indefinite adjectives, invariably precede the noun.

<b>Ses beaux habits.</b>	His fine clothes.
<b>Ce jour-là.</b>	That day.
<b>Quel jour du mois est-ce ?</b>	What day (of the month) is it ?
<b>En trois jours.</b>	In three days.
<b>Les autres élèves.</b>	The other pupils.

4. The following common attributive adjectives usually precede the noun :

‘ **Bon, mauvais, grand, gros ;**  
**Jeune, joli, long, haut ;**  
**Court, méchant, petit, beau ;**  
**Vaste, vieux, vilain, sot.**’

Also the comparative forms : **meilleur, moindre, pire.**

<b>Les mauvaises nouvelles.</b>	The bad news.
<b>Près du petit grillage.</b>	Near the little grating.
<b>Un grand tapage.</b>	A great racket.
<b>De vieux amis.</b>	Old friends.
<b>Le meilleur homme.</b>	The better (best) man.



5. Two or more adjectives qualifying the same noun precede or follow the noun according to the previous statements (cf. § 20, 1-4), except when joined by a conjunction, when both must follow the noun.

<b>Sa belle redingote verte.</b>	His beautiful green frock coat.
<b>Les gens assis et silencieux.</b>	The people, seated and silent.

6. Note the following special cases of adjective position :

<b>Assez capable.</b>	Capable enough.
<b>Comme elle est petite!</b>	How small she is !
<b>Toute la maison ; tous les jours.</b>	The whole house ; every day.
<b>Plus il est industrieux.</b>	The more industrious he is.

### § 21. THE ADJECTIVE : FORMATION OF PLURAL.

Adjectives form the plural like nouns (cf. § 17). Most adjectives add **-s** to the singular to form the plural, but adjectives in **-s**, **-x**, **-z** do not change ; those ending in **-eau** add **-x**, and those in **-al** change **-al** regularly to **-aux**.<sup>1</sup>

<b>Un grand houblon</b> , a large hop-vine.	<b>De grands houblons</b> , large hop-vines.
<b>Un beau pré</b> , a fine meadow.	<b>De beaux prés</b> , fine meadows.
<b>Un cheval gris</b> , a gray horse.	<b>Des chevaux gris</b> , gray horses.
<b>Un homme loyal</b> , a loyal man.	<b>Des hommes loyaux</b> , loyal men.

### § 22. THE ADJECTIVE : FORMATION OF FEMININE.

1. Most adjectives add **-e** to the masculine singular to form the feminine, as :

<b>Un petit nez</b> , a small nose.	<b>Une petite bouche</b> , a small mouth.
<b>Un joli nid</b> , a pretty nest.	<b>Une jolie fleur</b> , a pretty flower.

<sup>1</sup> Usage is uncertain in regard to many of the more than 150 adjectives in **-al**. It is best to consult a standard dictionary, or to avoid the plural of doubtful words.

2. Adjectives ending in **-e** in the masculine do not change, as :

**Un banc vide**, an empty bench. **Une tasse vide**, an empty cup.

3. Adjectives ending in **-x**, **-f** change **-x** to **-s** and **-f** to **-v** before adding **-e** to form the feminine, as :

**Un homme curieux**, a curious man.

**Une femme curieuse**, a curious woman.

**Un garçon actif**, an active boy.

**Une fille active**, an active girl.

4. Most adjectives in **-eur** have the feminine in **-euse**,<sup>1</sup> as :

**Il est rêveur**. He is dreamy. **Elle est rêveuse**. She is dreamy.

5. Many adjectives in **-el**, **-eil**, **-on**, **-en**, and commonly **-s**, **-t**<sup>2</sup> double the final consonant before adding **-e** to form the feminine, as :

**Un motif cruel**, a cruel motive.

**Une chose cruelle**, a cruel thing.

**Un vieil homme**, an old man.

**Une vieille rue**, an old street.

**Un bon habit**, a good coat.

**Une bonne histoire**, a good story.

**L'ancien maire**, the former mayor.

**La France ancienne**, ancient France.

**Un gros chat**, a large cat.

**Une grosse fourmi**, a large ant.

**Un homme muet**, a dumb man.

**Une femme muette**, a dumb woman.

6. Five adjectives have double masculine forms, the second masculine form being used to qualify a masculine singular noun beginning with a vowel or mute **h**. In each case, the

<sup>1</sup> **Majeur**, **meilleur**, **mineur** and those in **-érieur** add **-e**, as : **la meilleure façon**, the best way : **une classe supérieure**, a superior class.

<sup>2</sup> A few in **-s**, **-t** add **-e**, and eight in **-et** change **-et** to **-ète**, as : **gris**, **grise**, **gray**; **prêt**, **prête**, **ready**; **complet**, **complète**, **complete**, etc.

feminine forms are derived from the second masculine form. They are: **beau** (*bel*), m., **belle**, f., *beautiful, fine*; **nouveau** (*nouvel*), m., **nouvelle**, f., *new*; **vieux** (*vieil*), m., **vieille**, f., *old*; **mou** (*mol*), m., **molle**, f., *soft*; **fou** (*fol*), m., **folle**, f., *mad, insane*.

<b>Un beau garçon, un bel homme.</b>	A handsome boy, a handsome man.
<b>Une belle femme.</b>	A handsome woman.
<b>Un vieux noyer, un vieil arbre.</b>	An old walnut tree, an old tree.
<b>Une vieille chanson.</b>	An old song.

7. A number of adjectives have irregular feminine forms, as:

<b>Un fruit sec, a dried fruit.</b>	<b>Une pomme sèche, a dried apple.</b>
<b>Du lait frais, fresh milk.</b>	<b>De l'eau fraîche, fresh water.</b>
<b>Un regard malin, a malign look.</b>	<b>Une mine maligne, a malign expression.</b>
<b>Un long silence, a long silence.</b>	<b>Une longue leçon, a long lesson.</b>
<b>Un livre favori, a favorite book.</b>	<b>Une fleur favorite, a favorite flower.</b>
<b>Un faux nez, a false nose.</b>	<b>De fausses fleurs, artificial flowers.</b>
<b>Un papier blanc, a white paper.</b>	<b>Une tasse blanche, a white cup.</b>
<b>Un acte public, a public act.</b>	<b>Une fête publique, a public celebration.</b>
<b>Mon cher ami, my dear friend.</b>	<b>Ma chère amie, my dear friend.</b>
<b>Un son aigu, a sharp sound.</b>	<b>Une voix aiguë, a sharp voice.</b>
<b>Un son doux, a soft sound.</b>	<b>Une voix douce, a soft voice.</b>
<b>Nul homme, no man.</b>	<b>Nulle femme, no woman.</b>
<b>Il est gentil, he is nice.</b>	<b>Elle est gentille, she is nice.</b>

## EXERCISE IV

A. (1) *Explain the position of the adjective in the following cases and translate:* 1. le premier mot (4). 2. les mauvaises nouvelles (15). 3. la petite cour (25). 4. la terrible règle en fer (37). 5. sa belle redingote verte (47). 6. son jabot plissé fin (48). 7. toute la classe (50). 8. l'ancien facteur (56). 9. ses grosses lunettes posées en travers des pages (58-59). 10. la même voix douce et grave (61). 11. ces quelques mots (69). 12. mon histoire sainte (77). 13. cette dernière classe (83). 14. cette fameuse règle (93). 15. le cœur gros (96). 16. la langue française (117). 17. le pauvre homme (127).

(2) *In La Dernière Classe, lines 130-169, select and analyze ten cases of adjective position.*

(3) *Change to singular form:* 1. les mauvaises nouvelles (15). 2. les batailles perdues (16). 3. des classes manquées (74). 4. Mes livres . . . si ennuyeux (76). 5. de vieux amis (78). 6. ses beaux habits du dimanche (84). 7. aux premiers mots (95). 8. des exemples tout neufs (131). 9. des petits drapeaux (133).

(4) *Change to plural form:* 1. le premier mot (4). 2. par la fenêtre ouverte (35). 3. un vieil abécédaire mangé aux bords (58). 4. le nouveau maître (66). 5. sa voix (166).

B. (1) *Supply the correct form of the adjective given in parentheses:* 1. Il parle d'une manière (vif). 2. C'est une (beau) calotte de soie (blanc). 3. Les femmes du village étaient (assis) et (silencieux) comme nous. 4. Je trouve mon histoire (saint) si (ennuyeux) et si (lourd) à porter. 5. C'est la (premier) fois que j'aie entendu (ce) (fameux) règle! 6. On n'avait jamais reçu de (pareil) nouvelles. 7. C'est ma langue (favori). 8. Il me parle d'une voix (doux) et (sérieux). 9. Notre (cher) Alsace est tombée en esclavage. 10. C'est la (meilleur) façon de le remercier de ses (bon) services. 11. C'est un (vieux) homme et sa sœur doit être

bien (vieux) aussi. 12. (Tout)<sup>1</sup> ces gens-là sont (loyal) à leur (beau) patrie (mourant).

(2) *Qualify each of the following nouns with one or more adjectives selected from those given in §§ 20, 22*: la place, cet ordre, le commencement, les oreilles, une leçon, mes camarades, notre maison, notre instruction, une voix, des jardins, le cœur, un regard, cette cour, des lunettes, une émotion, ses forces, un morceau de craie, une leçon de français, sa main, les tableaux.

(3) *Translate*: 1. He said in the same gentle, serious voice, "This is the last French class." 2. The new teacher will arrive tomorrow from Berlin. 3. The pigeons in the little courtyard will be obliged to sing in the German language, won't they? 4. I regret the lessons cut and the lost time. 5. I had found my books very tiresome and heavy. 6. I shall have no more long lessons in French grammar and sacred history. 7. My few books seem now like (de) good old friends. 8. Poor old man! he has his good share of reproaches, too. 9. He says that the French language is a beautiful language, clear and forceful. 10. His voice is serious and solemn. 11. We are all very attentive. 12. What a silence!

C. (1) *Translate*: 1. Frantz can neither speak nor write the French language. 2. Could you have recited that rule without a mistake? 3. He could hear the Prussians' trumpets. 4. Suddenly our teacher stood up behind (monter dans) his desk. 5. What would you give to be able to say your rules at full length? 6. Frantz has done the best that he could. 7. I shall never know how to recite that famous rule. 8. He was completely surprised to see how much he knew of it (en). 9. The village people will go away shortly. 10. Every one listened attentively. 11. May I leave at once to (pour) go to meet the new teacher? 12. A little while ago I found my lessons so tiresome!

<sup>1</sup> Tout, m. s., toute, f. s., tous, m. p., toutes, f. p.

(2) *Form sentences of your own using correctly:* 1. **savoir** (past future). 2. **pouvoir** (past future perfect). 3. **tout à l'heure** with **s'en aller** (future). 4. **tout à l'heure** with **recevoir** (present perfect). 5. **tout de suite**. 6. **savoir** (imperative). 7. **tout à coup**. 8. **pouvoir** (past future). 9. **tout à fait**. 10. **savoir** plus an infinitive.

(3) *Conjuguez:* 1. **Je sais parler français** (affirmativement et négativement). 2. **Je pourrai aller demain** (affirmativement, négativement et interrogativement). 3. **Je m'en irai tout à l'heure** (affirmativement et interrogativement).

**D. Répondez en français aux questions suivantes:**  
 1. Qu'est-ce que Frantz a vu en passant devant la mairie?  
 2. Qu'est-ce que vous avez vu en allant à l'école ce matin?  
 3. D'où sont venues toutes les mauvaises nouvelles?  
 4. Savait-il ce qu'ils avaient affiché à la mairie?  
 5. Aurait-il su lire des affiches françaises?  
 6. Est-ce qu'il savait ce qu'il y avait ce matin-là?  
 7. Qui a-t-il vu en traversant la place?  
 8. Que faisaient le forgeron et son apprenti?  
 9. Qu'est-ce que c'est qu'un forgeron?  
 10. Y êtes-vous arrivé assez tôt, à votre école?

**E. Sujet de composition: Une Salle de classe:** petite cour — noyers — houblons — par les fenêtres — son des pigeons — toiture — chambre au dessus — pupitres — bancs — au fond de la salle — gens de village — parents — chaire — tableau — maître — redingote — calotte — jabot — règle en fer — passer et repasser — commencement de la classe — tapage — leçons — répéter haut — ensemble — se boucher — oreilles — mieux apprendre — tout petits — tracer — bâtons — grincement — plumes — chanter — BA, BE, BI, BO, BU — travailler — attentif — écouter.

## LESSON V

### THE ADVERB. COMPARISON OF ADJECTIVE AND ADVERB. NEGATION

Irregular Verbs: *vouloir, s'asseoir*. Idioms: *vouloir dire, en vouloir à, aimer mieux, n'importe, bien*.

#### § 23. THE ADVERB: FORMATION.

1. All adverbs are invariable. Most adverbs of manner are derived from the corresponding adjective by adding the suffix **-ment** to the feminine singular form of the adjective, thus: <sup>1</sup>

*heureux, heureuse*, happy.  
*actif, active*, active.

*heureusement*, happily.  
*activement*, actively.

2. Adjectives ending in a vowel in the masculine add **-ment** to the masculine form, as:

*poli, poliment*, happily.

*carré, carrément*, squarely.

3. Adjectives ending in **-ant, -ent** change their suffixes to **-am, -em** before adding **-ment**, as: <sup>2</sup>

*constant, constamment*, constantly.

*prudent, prudemment*, prudently.

4. A few adjectives may be used as adverbs and when so used are invariable. However, **tout** is variable when it qualifies a

<sup>1</sup> A few adjectives change feminine **-e** to **-é** before adding **-ment**, as: *profond, profonde, profondément*, deeply.

<sup>2</sup> Note however *lent, lentement, slowly; présent, présentement, presently*.



feminine adjective beginning with a consonant or an aspirate *h*, as :

**Fort souvent**, very often.

**Il parle haut**, he speaks loudly.

**Tout heureux**, very happy.

**Cela coûte cher**, it is expensive.

*but*

**Elle en était toute contente.**

She was very pleased with it.

## § 24. THE ADVERB : POSITION.

The adverb follows ordinarily the verb that it qualifies. In compound tenses, the adverb usually follows the auxiliary verb.<sup>1</sup> When it qualifies an adjective or another adverb, it normally precedes the word modified.

**Il a bien parlé.**

He has spoken well.

**Elle est venue hier.**

She came yesterday.

**Assez long ; trop court.**

Long enough ; too short.

## § 25. THE ADJECTIVE : COMPARISON.

1. The *comparative* degree is indicated by **plus**, *more*, **moins**, *less*, **aussi**, *as*, before the positive form of the adjective. The second part of the comparison is introduced by **que**, *than*, *as*:<sup>2</sup>

**Il est plus âgé que moi.**

He is older than I.

**Aussi fort que son frère.**

As strong as his brother.

**Moins utile que jamais.**

Less useful than ever.

2. The *superlative* degree is indicated by a form of the definite article or the possessive adjective (cf. § 38) before the comparative form of the adjective, as :

**Il est le plus âgé de tous.**

He is the oldest of all.

**Un de mes plus vieux amis.**

One of my oldest friends.

<sup>1</sup> Stress affects the position of the adverb frequently, hence **aujourd'hui**, **hier**, **demain**, **ici**, **là**, **tôt**, **tard**, **partout**, **ailleurs**, etc., usually follow the infinitive or past participle (= stressed position).

<sup>2</sup> Before a numeral **que** is replaced by **de**, as : **Plus de cent fois**, *more than a hundred times*; **plus d'une douzaine**, *more than a dozen*.

3. An adjective in the superlative requires a repetition of the article when it follows the noun qualified, as :

L'homme le plus riche du monde.	The richest man in the world.
La personne la plus capable.	The most capable person.

4. After an adjective in the superlative *in* is expressed by *de*, as :

Le plus grand arbre de la forêt.	The largest tree in the forest.
La ville la plus curieuse du monde.	The most curious city in the world.

5. The following adjectives have irregular comparisons :

Bon, meilleur, le meilleur.	Good, better, best.
Petit, moindre, le moindre.	Little, less, least.
Mauvais, pire, le pire.	Bad, worse, worst.

## § 26. THE ADVERB : COMPARISON.

1. The comparison of adverbs is similar to the comparison of adjectives (cf. § 25) except for the formation of the superlative, which is always indicated by *le* (invariable) before the comparative form, as :

Il vient plus souvent que nous.	He comes oftener than we.
Il vient le plus souvent.	He comes oftenest.

2. The following adverbs have irregular comparisons :

Bien, mieux, le mieux.	Well, better, best.
Mal, pis, le pis.	Badly, worse, worst.
Beaucoup, plus, le plus.	Much, more, most.
Peu, moins, le moins.	Little, less, least.

## § 27. NEGATION.

1. There are usually two parts to the expression of negation in French, *e.g.* *ne* (*n'*) before the verb form and an adverbial complement (*pas*, *plus*, *jamais*, *point*, *guère*, *pas encore*, *nulle part*, etc.) or a negative adjective or pronoun (*aucun*, *nul*,

**pas un, rien, personne**) following the verb form.<sup>1</sup> In a compound tense it is customary for adverbial complements to follow the auxiliary verb form directly.<sup>2</sup> The complements may be compounded, as: **ne plus guère**, etc.

Je n'avais pas peur.	I was not afraid.
Il n'est pas encore arrivé.	He hasn't arrived yet.
Personne n'y fit attention.	No one paid attention to them.

2. When the verb is omitted from the negative statement, **ne** is also omitted, the complement retaining full negative force, thus:

Que faites-vous? Rien.	What are you doing? Nothing.
Qui est venu? Personne.	Who came? No one.
Point de place ici!	No room here!
Pas du tout.	Not at all; by no means.

## EXERCISE V

A. (1) *Cite ten cases of negation occurring in La Dernière Classe, giving line reference and translation.*

(2) *Explain:* 1. Formation of **doucement** (42). 2. Equivalent of **d'ordinaire** (26), **tout de suite** (45), **d'habitude** (53), **bien** (68), **à peine** (72), **tout au long** (93), **bien haut** (94), **bien clair** (94), **tout neufs** (131). 3. Opposite of **tout de suite** (45), **mieux** (29), **bien** (68), **aujourd'hui** (66), **plus souvent** (87), **maintenant** (103), **le plus coupable** (106), **assez** (109), **de plus** (111), **aussi gros que** (178). 4. Po-

<sup>1</sup> The position of **jamais, personne, rien** may change with the stress or, in the case of **personne, rien**, with usage as subject or object, thus: **Jamais il n'a parlé de cela**, *Never did he speak of that*; **Personne n'en est revenu**, *No one came back*. The second part of **ne que**, only, precedes the part of the sentence that it restricts, thus: **Je ne puis en trouver que deux**, *I can find only two of them*. Similarly, **Je n'ai trouvé sur le banc ni chapeau ni habit**, *I found neither hat nor coat on the bench*.

<sup>2</sup> Both parts of the negation commonly precede the infinitive they qualify, thus: **Il est difficile de ne pas le dire**, *It is difficult not to say it*.

sition of **ne plus** (64), **que** (65), **aujourd'hui** (66), **bien** (68), **maintenant** (84), **ne pas** (87), **ne pas** (112), **ne jamais** (119).

**B.** (1) *Supply the correct form of the adjective or the adverb, as the case demands:* 1. La classe écoute — (solennel). 2. Les gens du village le regardent — (silencieux). 3. M. Hamel est — (grave) que d'ordinaire. 4. De tous ces gens Hauser est — (vieux). 5. Il ne sait — parler — écrire. 6. C'est lui qui est — (coupable). 7. C'est mon (moindre) (moins) — désir. 8. Ils travaillent (le) (les) (mieux) (meilleur) —. 9. Nous avons (petit) (peu) — d'argent. 10. J'aime (meilleur)(mieux) — le faire. 11. Cela sent (bien) (bon) —. 12. Il était le (mieux) (meilleur) — garçon (de) (dans) — la classe. 13. La classe était (tout) — bouleversée. 14. Il court (vite) — vers l'école.

(2) *Form adverbs from the following adjectives and use them in sentences of your own:* joyeux, évident, sec, doux, complet, tout, attentif, long, net, poli, triste, grave, vite.

(3) *Qualify each of the following nouns or verbs by an adjective or an adverb, as the case may be, (a) in the comparative, (b) in the superlative:* la langue française, la règle des participes, mon jardin, travailler, parler, tenter.

(4) *Make as many substitutions as possible with the following elements, forming complete sentences.*

(a) Frantz	ne	a	pas	étudié	sa leçon.
(b) Personne	n'	avait	pas encore	appris	cette règle.
		peut	jamais	étudier	bien.
		pouvait	guère	apprendre	assez.
		pourra	rien		
		comprend			
		étudie			

(5) *Translate:* 1. They will no longer be able to come [and] sit at the back of the room. 2. I should have liked to recite

the famous rule very loud and clear. 3. Frantz is not the most to blame; his parents are as much to blame as he. 4. As long as we can hold fast to our language, we hold the key to our prison. 5. Not only is French the most beautiful language in the world, but it is the clearest and most vigorous. 6. They have never listened so well! 7. It was the most interesting lesson that day. 8. That morning no one made any noise. 9. Only the scratching of the pens was heard. 10. No one paid attention to it (y). 11. Mr. Hamel seemed taller than ever. 12. Never had he seemed so tall, never!

C. (1) *Translate*: 1. We should (**devoir**) not bear a grudge against our parents. 2. They would not have sent us to the mills, if they had been able to send us to school. 3. Of course, they preferred to get (**avoir**) a few more cents. 4. They thought that we had plenty of time. 5. What does it matter when one (**on**) is still quite young! 6. I should like to go with Mr. Hamel, no matter where he goes. 7. All the village people had sat down at the end of the room. 8. They seemed very comfortable there. 9. I could understand everything (**tout ce que**) he said, no matter what. 10. Sit down, little Frantz, I shall tell you what (**ce que**) I mean. 11. I mean that we shall have no more French lessons. 12. I should like to give you all I know (**tout mon savoir**) before going away. 13. I am to leave tomorrow, but I prefer to hold (**faire**) the class to the end. 14. I bear your parents no ill will; they are not the most to blame.

(2) *Conjuguez affirmativement, négativement et interrogativement*: 1. **vouloir bien le faire** (futur du passé). 2. **s'asseoir à sa place** (présent de l'indicatif). 3. **le vouloir bien** (présent de l'indicatif). 4. **s'asseoir sans être vu** (futur).

D. *Répondez en français aux questions suivantes*: 1. Est-ce que personne se moque de vous? 2. Êtes-vous entré tout essoufflé dans cette classe? 3. Au commencement de cette classe, pourriez-vous entendre du tapage jusque dans la rue? 4. Est-ce que nous avons des pupitres ici? 5. Avez-vous

jamais répété très haut ensemble votre leçon de français?  
 6. Peut-on mieux apprendre en se bouchant les oreilles?  
 7. Votre maître, vous donne-t-il des coups de règle?  
 8. Voudriez-vous avoir un jour de congé? 9. Aimez-vous mieux le tapage que le silence? 10. Avez-vous voulu gagner votre banc sans être vu? 11. Qu'est-ce que le mot "train" veut dire? 12. Que veut dire M. Hamel quand il dit, "Un peu de silence!"?

**E. *Sujet de composition:* Le Petit Frantz prend sa place! :**  
 d'ordinaire — tapage — ce jour-là — matin de dimanche —  
 camarades — déjà — ranger — bancs — M. Hamel — passer  
 — repasser — règle — sous — bras — ouvrir — porte —  
 entrer — grand calme — être rouge — avoir peur — non! —  
 maître — regarder — colère — dire — aller à sa place —  
 commencer — sans lui — enjambe — banc — s'asseoir —  
 pupitre — tout de suite — remis — frayeur — remarquer —  
 quelque chose — extraordinaire — solennel.

## LESSON VI

### THE PERSONAL PRONOUN

Irregular Verbs: pleuvoir, valoir, falloir. Idioms: valoir mieux, valoir la peine de faire qqch., falloir qqch. à qqn., peine. Review Composition (Lessons I-V).

#### § 28. THE PERSONAL PRONOUN: FORMS.

Personal pronouns are either emphatic or unemphatic. The unemphatic forms are used as subject and direct or indirect object of the verb; they are called *conjunctive* personal pronouns and do not occur often in stressed position. The emphatic (or stressed) forms are called *disjunctive* personal pronouns.

Conjunctive Forms (Unstressed)				Disjunctive Forms (Stressed)
SUBJECT	DIRECT OBJECT	INDIRECT OBJECT	REFLEXIVE (Direct or Indirect)	
je	me	me	me	moi
tu	te	te	te	toi
il	le	lui	se	lui
elle	la	lui	se	elle
nous	nous	nous	nous	nous
vous	vous	vous	vous	vous
ils	les	leur	se	eux
elles	les	leur	se	elles
on			se	soi



## § 29. THE PERSONAL PRONOUN: AGREEMENT.

The personal pronoun agrees in gender, number, and person with its antecedent. The second plural form of the verb is used with **vous**, regardless of the number of the antecedent.

Regardez l'affiche ; regardez-la.	Look at the notice ; look at it.
Vous êtes mon seul ami.	You are my only friend.

## § 30. THE PERSONAL PRONOUN: CASE.

The personal conjunctive pronouns bear the same relationships to the verb in French as in English. To indicate 'whither' after a verb of motion, the preposition **à** plus a disjunctive (stressed) form replaces an indirect object form.

Je ne le dis pas.	I don't say it.
Il nous le dit.	He says it to us.
Elle se dit toujours 'non.'	She is always saying 'no' to herself.
Il me parle souvent.	He speaks to me often.
<i>but</i>	
Il reviendra à moi.	He will return to me.

§ 31. THE PRONOMINAL ADVERBS **EN**, **Y**.

1. **En** is equivalent to the preposition **de** plus a personal conjunctive pronoun of the third person (**le**, **la**, **les**), referring usually to things rather than to persons, with the meanings 'of it,' 'of them.' It is also used (*a*) as a partitive pronoun (cf. § 12), with the meanings 'some,' 'any,' 'some of it,' 'some of them,' and (*b*) as an adverb, with the meanings 'from there,' 'thence.' In each case it functions like a conjunctive personal pronoun object (cf. § 32).

Je n'en savais pas un mot.	I did not know a word (of it).
Il y en avait beaucoup.	There were many (of them).
Il en désire.	He wants some.
Je n'en vois pas.	I don't see any.
Il en reviendra demain.	He will come back (from there) tomorrow.

2. **Y** is equivalent to the preposition **à** plus a personal conjunctive pronoun of the third person (**le, la, les**) referring usually to things rather than to persons, with the meanings 'to (at, in, on, etc.), it or them.' It is also used as an unemphatic adverb meaning 'there,' 'in that place,' 'thither,' contrasting with **là** which points out or is emphatic. In either usage it acts like a conjunctive personal pronoun object (cf. § 32).

**Tu y arriveras assez tôt.**  
**Il y met tant de patience.**  
**Je n'y vois rien.**

You will get there soon enough.  
 He puts so much patience into it.  
 I see nothing in them (in it).

### § 32. THE CONJUNCTIVE OBJECT PRONOUN: POSITION.

1. The conjunctive (unstressed) object pronouns, including **en** and **y** (cf. § 31), immediately precede the form of the verb of which they are the object, direct or indirect, except when the statement is a positive command.<sup>1</sup> If the verb form is affirmative imperative, the object pronouns follow the verb, as in English.<sup>2</sup> In a compound tense, the object pronoun precedes the auxiliary, not the past participle.

<b>Il se tourna vers le tableau.</b>	He turned toward the black-board.
<b>L'idée me vint.</b>	The idea came to me.
<b>Il en parlait tout bas.</b>	He spoke of it in a low voice.
<b>Je ne l'apprendrai jamais.</b>	I shall never learn it.
<b>Je l'ai ouverte.</b>	I opened it.
<b>Ne te dépêche pas tant.</b>	Don't be in such a hurry.

*but*

<b>Allez-vous-en.</b>	Go.
<b>Gardez-la bien.</b>	Take good care of it.

<sup>1</sup> **Voici**, *here is (are)*; **voilà**, *there is (are)*, being verbal in origin, are preceded by the pronoun object, thus: **Nous voici encore**, *Here we are again*; **Les voilà**, *There they are*.

<sup>2</sup> In a positive command, it is customary to connect the pronoun object and verb form by a hyphen, thus: **Dites-nous la règle**, *Tell us the rule*; **Allez-vous-en**, *Go away*.

2. When there is more than one object pronoun (direct and indirect) *before* the verb, the relative order is indirect first and direct second, unless the indirect form is of the third person (**lui, leur**), in which case the order is reversed, *i.e.* direct precedes indirect.<sup>1</sup> The relative order *after* the verb is the usual English order, *i.e.* direct preceding indirect.

The following table illustrates the relative order of personal pronoun objects before and after the verb, with typical examples.

<i>Before the Verb</i>							<i>After the Verb</i>		
SUBJECT PRONOUN	OBJECT PRONOUNS			PRONOMINAL ADVERB		Verb	OBJECT PRONOUNS		PRON. ADVB.
je	me						moi*(me)		
tu	te						toi*(te)		
il, elle	se	le, la	lui	y	en		le, la	lui	y, en
on	se								
nous	nous							nous	
vous	vous							vous	
ils, elles	se	les	leur	y	en		les	leur	y, en
Il	me	le				dit.			
Je		le	lui			dis.			
Elle			leur		en	donne.			
Nous	vous	les				disons.			
Vous	vous			y		amusez.			
Ils	s'				en	iront.			
						Dites-	le-	moi.	
						Donnez-	les-	leur.	
						Allez-		vous-	en.
						Donnez-		m'	en.

\* The stressed forms **moi, toi** replace **me, te** in the imperative word order, except before **en** and **y**, when the combinations **m'y, t'y, m'en, t'en** result.

<sup>1</sup> If other than **le, la, les** is the direct object of the verb, the indirect object is expressed by the preposition **à** plus a stressed pronoun form, thus: **Il nous présente à eux, He introduces us to them.**

## EXERCISE VI

A. (1) *Analyze the pronoun form and its position in the following cases:* 1. nous avait dit (3). 2. qu'il nous interrogerait (3). 3. et je n'en savais pas (4). 4. me vint (5). 5. sans m'arrêter (17). 6. ne te dépêche pas (22). 7. me regarda (41). 8. me dit (41). 9. me faisait (81). 10. de ne pas y être venus (87). 11. on se dit (99). 12. à nous faire (108). 13. se mit à nous parler (116). 14. nous le faire entrer dans la tête (128).

(2) *Cite from La Dernière Classe six cases not given in the preceding exercise of a direct object pronoun preceding a verb form; two cases in which it follows the verb.*

B. (1) *Replace the italicized words by pronouns, with attention to their correct position:* 1. M. Hamel nous avait préparé *des exemples*. 2. Des pigeons roucoulaient *sur la toiture*. 3. Je voyais M. Hamel immobile *sur sa chaire*. 4. Il était *là à la même place*. 5. Personne ne fait attention *aux hannetons*. 6. Le maître donne *des jours de congé à ses élèves*. 7. Il avait apporté *ses lunettes*. 8. Il ne dit pas *ces paroles aux tout petits*. 9. Pensez *à ses services*. 10. Voici *les Prussiens*. 11. Il avait grand'peur *d'être grondé*. 12. On entendait *les merles siffler à la lisière du bois*. 13. Il fallut ouvrir *la porte et entrer dans la salle*. 14. Va vite *à ta place*. 15. Apprenez *la règle pour demain*.

(2) *Change the following statements into positive commands, replacing the italicized nouns by pronouns:* 1. Vous vous appliquez à tracer *vos bâtons*. 2. Tu apprendras demain *ta leçon*. 3. Nous écoutons M. Hamel. 4. Vous portez *vos livres* sous le bras. 5. Tu t'assieds à ton pupitre. 6. Nous allons vite *vers l'école*. 7. Vous me direz *des nouvelles* demain. 8. Vous me parlez doucement.

(3) *Change the statements in exercise B, 2, into negative commands, replacing the italicized words by pronouns.*

(4) *Translate:* 1. Mr. Hamel told us that he would question us about (*sur*) the participles. 2. Do you know anything

about them? 3. All the bad news comes there. 4. I don't stop there. 5. He cries out to me, "Hurry up!" 6. I see them there, already lined up (**rangé**) in their places. 7. Hauser has brought it (=primer) to school. 8. The teacher looks at me and says, "Sit down in your place." 9. I sit down (in it) quickly. 10. He tells us that the French language is the key to our prison. 11. We should keep the key to it always. 12. He talks to us a long time about it. 13. We wanted to thank him for (**de**) his explanation. 14. He put so much patience into it. 15. Remember (**se souvenir de**) your language; don't forget it ever. 16. You will need (**avoir besoin de**) it. 17. Now, go!

C. (1) *Translate*: 1. Scarcely had he finished these words, when we heard the Prussians' trumpets. 2. It seems to me that it always rains [on] inspection day. 3. It is better to learn today than tomorrow. 4. Tomorrow might never come (**arriver**). 5. It wouldn't be worth while to resist. 6. I could scarcely say the first words of it. 7. I had to stop there. 8. We shall have to speak only German after tomorrow (**dès demain**). 9. When it rains, I do not have to (**falloir**) go to school. 10. I need a new grammar and some paper. 11. Would you kindly (**vouloir bien**) tell me how far it is to the town hall? 12. It was raining hard (**fort**) when Mr. Hamel and his sister went away. 13. Is it preferable to be able to speak or to read a language? 14. Will it be better to go fishing or to work in the garden? 15. Send them to the mills for a few more cents.

**D. Review Composition.** *Translate orally and rapidly:*

Blackbirds were singing by the edge of the woods. In the meadows I could hear the Prussian soldiers drilling. The weather was very warm. I was tempted to cut my classes. I should have liked to go bird's nesting. My French grammar and my sacred history were so tiresome! I was scarcely able to resist. Moreover (**d'ailleurs**), I was ashamed because I couldn't say the rule of participles. It (**il**) isn't easy to (**de**) say that famous old rule.

There are several village people in the square. The old blacksmith and his young apprentice and others are busy reading the news in front of the old town hall. "What's the matter?" I ask. The former postman replies at once, "There's good news. You are not to have any more French lessons!" Knowing that it is better not to say anything when any one (**on**) makes fun of you, I don't stop. I run across the square, in the direction of the little school-house. But I still (**encore**) bear a grudge against that man. It is useless for me to try to forget that day!

I think to myself: Of course there will be a great racket! I shall have to stop up my ears! No one will pay any attention to me and I shall reach (**gagner**) my seat without being seen. But that morning, what a calm! Like a Sunday morning! Through the open window I see Mr. Hamel walking up and down, his ruler under his arm. I am very frightened! I don't know what to do! I should like to be anywhere at all, rather than (**plutôt que de**) enter in the midst of that terrible silence! I can't forget the punishments received.

Opening the door, I enter. Mr. Hamel comes to meet me, his eyes sad and solemn. He says gently to me, as I climb over my seat, "It isn't worth while to scold you, little Frantz, you must be punished enough already. You have preferred to go fishing rather than to study your lessons. It doesn't matter! Others are more to blame than you. But you will have no more French lessons. I am to leave Alsace forever tomorrow. A new teacher is coming from Berlin."

## LESSON VII

### THE PERSONAL PRONOUN (*Continued*)

Irregular Verbs: **voir**, **croire**, **faire**. Idioms: **faire** (as modal auxiliary: cf. § 84), **faire** (in weather expressions), **faire mal à qqn.**, **faire** (verbal locutions).

#### § 33. THE CONJUNCTIVE SUBJECT PRONOUN: POSITION.

Ordinarily, the subject pronoun precedes the verb, as in English. In interrogation, however, inversion of subject pronoun and verb is common. Inversion also occurs in clauses introduced by (a) certain adverbs, as: **à peine**, **aussi**, **au moins**, **ainsi**, **rarement**, etc., and (b) direct quotation.

Ils faisaient l'exercice.

Faisaient-ils l'exercice ?

Va-t-il à l'école ?

Peut-être viendra-t-il demain.

"Mon petit Frantz," dit-il.

They were drilling.

Were they drilling?

Is he going to school?

Perhaps he will come tomorrow.

"Little Frantz," said he.

#### § 34. THE INDEFINITE PRONOUN ON.

**On** is an indefinite subject pronoun of vague reference, as 'one,' 'some one,' 'we,' 'you,' 'they,' designating no particular person or group of persons. It requires always the third person singular form of the verb. As a substitute for the passive it may be used when the agent is not expressed (cf. § 73, 3).

On voyait qu'il s'appliquait.

Ici on parle français.

It was plain that he was working hard.

French is spoken here.



## § 35. THE DISJUNCTIVE PRONOUN: USE.

1. The disjunctive (stressed) forms of the personal pronouns are used in absolute constructions, *i.e.* in which the verb is implied but not expressed, as :

**Qui est là ? Moi.**

Who is there? I (am there).

**Lui ! Ce n'est pas possible ! He ! It is not possible !**

2. To render emphatic by contrast an unemphatic (conjunctive) personal pronoun. It should be set off by a comma, or commas, as :

**Moi, j'en resterais toujours là !**

I, I should never get further !

**C'est un grand travailleur, lui.**

He (*emphatic*) is a great worker.

3. As the object of a preposition, as :

**Il épelait les lettres avec eux.**

He spelled the letters with them.

**On va commencer sans moi.**

They are going to begin without me.

4. Whenever a personal pronoun forms part of a compound subject or object, as :

**Lui et ses camarades.**

He and his comrades.

**Je les ai vus, elle et son père.**

I saw her and her father.

5. As the real or logical subject after **ce plus être**, as :

**Ce n'est pas toi le plus coupable.**

You are not the most to blame.

**Ce sont de vieux amis.**

They are old friends.

6. Replacing **me**, **te** in positive commands (cf. § 32, 2).

**Dites-moi ce qu'il fait.**

Tell me what he is doing.

**Assieds-toi sur ton banc.**

Sit down on your bench.

7. The disjunctive forms may add the suffix **-même** to form an intensive pronoun, rendering more emphatic an unstressed subject or object pronoun, as:

Je le ferai, moi-même.

I shall do it myself.

Ils s'en vont, eux-mêmes.

They are going away,  
themselves.

### § 36. THE REFLEXIVE PRONOUNS: USE.

1. The reflexive pronouns are used, as in English, as direct or indirect object of the verb, which is transitive. If the action of the verb is reciprocal, the correct form of the phrase **l'un l'autre**, *each other*, may be added to prevent ambiguity.

Il se parle toujours.

He is always talking to  
himself.

Ils se regardent l'un l'autre.

They look at each other.

2. The reflexive pronouns are often used in French when the action is neither reflexive nor reciprocal, the pronoun merely indicating the interest in the action held by the subject. Such verbs may be (a) *pronominal* (transitive with **de**, or intransitive), (b) *active* (with *new meanings* when pronominal), and (c) *active with passive force* (cf. § 73, 3).

(a) Il se moquait de moi.

He was making fun of me.

Je ne m'arrêtai pas.

I didn't stop.

(b) Je doute qu'il vienne.

I doubt that he will come.

Je me doute de cela.

I suspect that.

(c) Une langue ne s'apprend  
pas sans effort.

A language is not learned  
without effort.

### § 37. THE IMPERSONAL USE OF IL, LE.

1. The subject pronoun **il** is used impersonally, with the value of 'it,' 'there,' as the subject of all impersonal verbs (cf. § 72) or verbs so used.

Il fait beau temps.

The weather is fine.

Il me vint une idée.

An idea came to me.

2. The object pronoun *le* is used impersonally with the meaning 'it,' 'so,' as an object or as a predicate nominative, both of which must be expressed in French.

C'est facile, je le sais.

It is easy, I know.

On le croirait bien.

One would indeed think so.

Est-elle grande? Elle l'est. Is she tall? She is.

## EXERCISE VII

A. (1) *Explain the use and meaning of the italicized pronouns:* 1. *qu'il y* avait du monde (13). 2. *sans m'*arrêter (17). 3. *me* cria (21). 4. Ne *te* dépêche pas tant (22). 5. *il se* faisait un grand tapage (26). 6. *qu'on* entendait (27). 7. *en se* bouchant les oreilles (29). 8. *Il* fallut ouvrir la porte (38). 9. *sans toi* (44). 10. *je m'*assis tout de suite (45). 11. *il nous* dit (62). 12. Et *moi* qui savais à peine écrire ! (72). 13. à *me* balancer (96).

(2) *Explain the use of the reflexive pronoun in the following:* 1. Tous les jours on se dit (99). 2. Est-ce que je me gênaï (114). 3. M. Hamel se mit à nous parler (116). 4. Il fallait voir comme chacun s'appliquait (135). 5. Je me disais en les écoutant (142). 6. Seulement les bancs, les pupitres s'étaient polis (151). 7. Ah ! je m'en souviendrai de cette dernière classe (168). 8. M. Hamel se leva (172). 9. Il se tourna vers le tableau (177). 10. Allez-vous-en (183).

(3) *Explain the use of the stressed pronoun forms, and translate:* 1. ce n'est pas encore toi le plus coupable (106). 2. Moi-même, n'ai-je rien à me reprocher? (111). 3. et que lui non plus (125). 4. eux aussi (144). 5. autour de lui (147). 6. en face de lui (150). 7. qu'il avait planté lui-même (153). 8. il épelait les lettres avec eux (164). 9. On voyait qu'il s'appliquait, lui aussi (165).

B. (1) *Translate:* 1. There is a crowd around him. 2. Now and then there come orders from headquarters. 3. Hurry up, Frantz. 4. They are making fun of him.

5. Usually, there is a great racket. 6. There isn't any this morning. 7. What is the matter? 8. Some one says that it isn't worth while to hurry. 9. The lessons are repeated aloud. 10. It will be necessary to open the door. 11. They are not the most to blame. 12. Were they going to begin without him? 13. We sat down at once beside them. 14. Mr. Hamel says that he must go away. 15. French will not be taught (*use on*) in the schools of Alsace. 16. It is not easy to write French. 17. They are sitting (*assis*) behind us. 18. He holds the old primer in front of him. 19. He spells the letters with them. 20. He too would like to learn to read. 21. Tell me the rules that we were to learn. 22. Turn toward the blackboard. 23. We repeat the words to ourselves. 24. We looked at one another solemnly.

(2) *Translate orally and rapidly:* 1. It is he, himself. 2. It will rain tomorrow. 3. Hurry up! let's go! 4. Don't go away. 5. I am surprised to see them. 6. Let's sit down at once. 7. He is going to tell it to us. 8. We haven't regretted it. 9. He needs friends (*two ways*). 10. Do you know the first words of it? 11. Tell it to me. 12. I should like to very much. 13. There are some new copies. 14. There they are! 15. Who made them? 16. Has any one received any news? 17. He [has]. 18. He made them himself. 19. Don't you think so? 20. I do! 21. That rule will never be learned. 22. Perhaps he will learn it tomorrow. 23. Repeat it aloud. 24. Remember it well. 25. Do not forget it. 26. At least, you can try to remember it.

C. (1) *Translate:* 1. Mr. Hamel has us write 'France, Alsace' many times. 2. He makes me recite the rule of participles. 3. I should like to be able to do it. 4. It is useless for me to try to do it. 5. Just the same I shall do the best I can. 6. I see old Hauser spelling (*use relative clause with qui*) his letters. 7. At least I can do as well as he! 8. Would you believe it! even the little ones are doing their best! 9. I thought I would never be able to get up

in my seat. 10. My heart hurt me. 11. How I wished that I had learned my lesson. 12. I had thought that it didn't matter. 13. I said to myself, "He won't care." 14. It doesn't make any difference to my parents. 15. They are used to it. 16. They don't pay any attention to my education. 17. When it rains, they (**on**) say to themselves, "One shouldn't send a child to school in such weather." 18. When it is fine weather, they (**on**) say, "We (**on**) will make him work in the garden today." 19. And so I am not the most to blame, as you see (**it**). 20. I am at that point (**en être là**) in my thoughts, when I hear my comrade say, "He's done for!" 21. That hurts me! 22. I pretend that I do not hear. 23. I begin to (**se mettre à**) recite something, anything at all. 24. Suddenly I hear Mr. Hamel say: "Sit down, Frantz, and pay attention!" 25. It's all over!

(2) *Conjuguez*: 1. **Faire attention** (Impératif, affirmativement et négativement). 2. **Je ferai de mon mieux**. 3. **Je me crois perdu**. 4. **Est-ce que je les ai vus?** 5. **Je ne le verrai plus**. 6. **J'ai fait semblant de ne pas écouter**. 7. **Cela ne me fait rien** (Employez tous les pronoms possibles). 8. **C'en est fait de lui** (Changez de pronoms).

**D. Répondez aux questions suivantes en vous servant de pronoms au lieu de noms**: 1. Qui était rouge? 2. Comptait-il sur tout ce train pour gagner son banc? 3. A-t-il vu ses camarades à leur place? 4. M. Hamel avait-il sa règle sous le bras? 5. Sans qui allaient-ils commencer? 6. S'est-il assis à son pupitre? 7. Était-il surpris? 8. Le vieux Hauser tenait-il l'abécédaire sur ses genoux? 9. Frantz s'étonnait de tout cela, n'est-ce pas? 10. A qui M. Hamel a-t-il parlé? 11. Est-ce la dernière leçon de français? 12. Cet ordre est-il venu de Berlin?

**E. Sujet de composition**: **Les Gens du village**. Décrivez l'habit, le caractère, les habitudes, etc. de quelques gens du village que vous connaissez bien, comme, par exemple, le facteur, le médecin, l'épicier, une ouvrière, une vieille voisine, un marchand, etc.

## LESSON VIII

### THE POSSESSIVE ADJECTIVE AND PRONOUN. CARDINAL NUMERALS

Irregular Verbs : *dire, lire, suffire.* Idioms : *se rappeler, laisser tomber, remercier qqn. de qqch., assister à qqch.*

#### § 38. THE POSSESSIVE ADJECTIVE : FORMS.

<i>Person</i>	<i>Singular Number</i>		<i>Plural Number</i>	<i>Meaning</i>
	MASCULINE	FEMININE	BOTH GENDERS	
<i>1st sing.</i>	<b>mon</b>	<b>ma (mon)</b>	<b>mes</b>	my
<i>2d sing.</i>	<b>ton</b>	<b>ta (ton)</b>	<b>tes</b>	thy (your)
<i>3rd sing.</i>	<b>son</b>	<b>sa (son)</b>	<b>ses</b>	his, her, its
<i>1st plur.</i>	<b>notre</b>	<b>notre</b>	<b>nos</b>	our
<i>2d plur.</i>	<b>votre</b>	<b>votre</b>	<b>vos</b>	your
<i>3rd plur.</i>	<b>leur</b>	<b>leur</b>	<b>leurs</b>	their

#### § 39. THE POSSESSIVE ADJECTIVE : AGREEMENT.

1. The possessive adjective agrees in gender and number with the person or thing possessed. The third person singular forms (*son, sa, ses*) may be supplemented by *à lui, à elle* in case the identity of the possessor is not clear.

*Je voyais mes camarades.*  
*Ses grosses lunettes.*  
*Sa belle redingote verte.*  
*Son ami à elle.*

*I saw my comrades.*  
*His great spectacles.*  
*His fine green frock coat.*  
*Her friend.*

2. The masculine singular forms **mon**, **ton**, **son** replace **ma**, **ta**, **sa** before feminine singular words beginning with a vowel or mute **h**, as :

**Mon** histoire sainte.

My sacred history.

**Son** arrivée.

His (her)(its) arrival.

#### § 40. THE POSSESSIVE ADJECTIVE : USE.

The possessive adjective is used as in English. Like the article (cf. § 2, 3), it must be repeated before each noun qualified. Special uses are (a) to replace the definite article (cf. § 2, 4) in direct address, (b) to replace the article in the comparison of an adjective (cf. § 25, 2). See § 2, 6 for the use of the definite article in its stead in referring to parts of the body or to articles of clothing.

**Mon** frère et **ma** sœur.

My brother and sister.

**Où** allez-vous, **mon** oncle ?

Where are you going, uncle ?

**Mon** meilleur ami.

My best friend.

**Je** n'osais lever la tête.

I did not dare raise my head.

#### § 41. THE POSSESSIVE PRONOUN : FORMS.

Person	Singular Number		Plural Number		Meaning
	MASCULINE	FEMININE	MASCULINE	FEMININE	
1st sing.	le mien	la mienne	les miens	les miennes	mine
2d sing.	le tien	la tienne	les tiens	les tiennes	thine(yours)
3rd sing.	le sien	la sienne	les siens	les siennes	his, hers, its
1st plur.	le nôtre	la nôtre	les nôtres	les nôtres	ours
2d plur.	le vôtre	la vôtre	les vôtres	les vôtres	yours
3rd plur.	le leur	la leur	les leurs	les leurs	theirs

*Note:* The feminine forms, with the exception of **la leur**, are regular (cf. § 22, 5). Observe the circumflex accents in **le nôtre**, **le vôtre**, etc., absent in the corresponding adjectival forms. The prepositions **à**, **de** contract regularly with the article element of the possessive pronoun, thus : **des miens**, **au leur**, etc.



## § 42. THE POSSESSIVE PRONOUN : USE.

1. The possessive pronouns are used like the corresponding English forms. Similar to the adjectival forms (cf. § 39, 1), the pronoun agrees in gender and number with the thing or person possessed and in person with the possessor.

Ils traçaient les leurs aussi.	They traced theirs also.
Mon père et le vôtre.	My father and yours.
J'ai besoin des miens (gants).	I need mine (gloves).

2. The possessive pronoun stresses ownership. Mere ownership without distinction is expressed by *être à* plus a disjunctive (stressed) pronoun.

Ces livres, sont-ils à vous ?	Are these books yours ?
Ce sont les vôtres ; j'ai perdu les miens.	They are yours ; I have lost mine.

## § 43. THE NUMERALS : CARDINALS.

0 — zéro	11 — onze	21 — vingt et un
1 — un, une	12 — douze	22 — vingt-deux
2 — deux	13 — treize	23 — vingt-trois
3 — trois	14 — quatorze	24 — vingt-quatre
4 — quatre	15 — quinze	25 — vingt-cinq
5 — cinq	16 — seize	26 — vingt-six
6 — six	17 — dix-sept	27 — vingt-sept
7 — sept	18 — dix-huit	28 — vingt-huit
8 — huit	19 — dix-neuf	29 — vingt-neuf
9 — neuf	20 — vingt	30 — trente
10 — dix		
31 — trente et un	52 — cinquante-deux	
32 — trente-deux	60 — soixante	
40 — quarante	61 — soixante et un	
41 — quarante et un	62 — soixante-deux	
42 — quarante-deux	70 — soixante-dix	
50 — cinquante	71 — soixante et onze	
51 — cinquante et un	72 — soixante-douze	

80 — quatre-vingts	200 — deux cents
81 — quatre-vingt-un	201 — deux cent un
82 — quatre-vingt-deux	1000 — mille
90 — quatre-vingt-dix	1001 — mille un
91 — quatre-vingt-onze	2000 — deux mille
92 — quatre-vingt-douze	1000000 — un million <sup>1</sup>
100 — cent	1000000000 — un milliard <sup>1</sup>
101 — cent un	

*Notes:* 1. **Un, une** alone are variable.

2. **Et** occurs only in 21, 31, 41, 51, 61, and 71.

3. A hyphen is commonly used to join units and tens, except when connected by **et**.

4. **Vingt** and **cent** add -s when multiplied by a preceding numeral and not followed by another numeral.

5. Observe the omission of **un, une** before **cent, mille**.

6. The final consonant in **cinq, six, sept, huit, neuf, dix, dix-sept, dix-huit, dix-neuf** is silent when occurring before a word beginning with a consonant or an 'aspirate h.' Otherwise the consonant is pronounced, subject to change in liaison.

7. Final -t of **vingt** is pronounced in 21 to 29, inclusive, but is silent in 80 to 99, inclusive, and in 100, 101, etc.

8. There is no elision or liaison with **huit** or **onze**.

## EXERCISE VIII

**A.** (1) *Explain the form and use of the possessive adjective in the following:* 1. de prendre ma course (5). 2. à ton école (23). 3. pour gagner mon banc (33). 4. je voyais mes camarades (36). 5. déjà rangés à leur place (36). 6. Va vite à ta place (43). 7. mon petit Frantz (43). 8. notre maître (47). 9. son jabot (48). 10. sur ses genoux (58). 11. votre dernière leçon de français (67). 12. leurs devoirs (89). 13. mes réflexions (91). 14. mon tour (92). 15. son instruction (102). 16. notre bonne part (107).

<sup>1</sup> Nouns of number.

(2) *Supply the correct form of the possessive adjective:*

1. — livres que tout à l'heure je trouvais si ennuyeux.
2. C'était une façon de remercier — maître.
3. Je vous ai fait arroser — jardin.
4. Tant qu'un peuple tient bien — langue, c'est comme s'il tenait la clef de — prison.
5. Il n'avait jamais mis autant de patience dans — explications.
6. Il voulait nous donner tout — savoir.
7. Les tout petits s'appliquaient à tracer — bâtons.
8. De temps en temps je levais — yeux de dessus — page.
9. Je voyais M. Hamel immobile dans — chaire.
10. Depuis quarante ans il avait — cour en face de lui et — classe toute pareille.
11. — sœur était en train de fermer — malles.
12. Le vieux Hauser avait mis — lunettes.
13. Il tenait — abécédaire à deux mains.
14. — voix tremblait d'émotion.
15. Les trompettes des Prussiens éclatèrent sous — fenêtres.
16. Il se leva dans — chaire. "— amis," dit-il.
17. Il ne pouvait achever — phrase.
18. Il appuyait sur le tableau de toutes — forces.

**B.** (1) *In exercise A, 1, replace the possessive adjective plus noun by the corresponding possessive pronoun and translate.*

(2) *Qualify the following nouns by suitable forms of the possessive adjective (6 forms) : une phrase, un morceau de craie, un ami, une main, un œil, une faute.*

(3) *Make plural the nouns in the preceding exercise (B, 2) and qualify them by suitable forms of the possessive adjective (6 forms).*

(4) *Substitute all possible forms of possessive adjective or pronoun in the following sentences. Model: Voici mon livre, voici le mien; voici ton livre, voici le tien, etc.* 1. Ce sont mes amis. 2. Où est son pupitre? 3. Je vais remettre mon instruction. 4. Mes malles sont déjà fermées. 5. Apportez votre grammaire.

(5) *Translate:* 1. Frantz doesn't take his way through the fields. 2. He runs quickly toward his school. 3. He

doesn't know his lesson. 4. His comrades know theirs, of course. 5. He sees his comrades sitting in their places. 6. He counts on reaching his without being seen. 7. His teacher has his ruler under his arm. 8. They have begun their lessons without him. 9. Their teacher is wearing his Sunday suit. 10. They are not wearing theirs. 11. Frantz is not wearing his. 12. Hauser has put his old three-cornered hat on his desk. 13. His spectacles are placed across his knee. 14. Our teacher says that our parents have not insisted enough upon our education. 15. Now, he and his sister are going away. 16. Their trunk is in the room above. 17. We already regret our lessons lost. 18. I shall never be able to learn mine. 19. "Your language is the key to your prison," he said. 20. He leaned his head against the board and made a motion with his hand. 21. "Your lessons are over." 22. He was unable to finish his sentence.

(6) *Translate orally and rapidly:* 1. My parents and yours. 2. On his knees. 3. These trunks are theirs. 4. Where are ours? 5. In his look. 6. Behind our desks. 7. Her brother, not mine! 8. They know their lessons. 9. I don't know mine. 10. Do you study yours? 11. His coat and cap. 12. Our desks and benches. 13. Your parents and mine. 14. Your best friend. 15. I raise my head. 16. Raise yours. 17. We raise our heads (*use singular*). 18. He raises his, too.

(7) *Lisez en français:* 300 72 21 13 9 2 98 60  
33 51 152 101 80 98 76 15 55 46 62 49 81  
90 18 3107 222 481 901 765 313 1492 1872 1789  
deux hommes, sept garçons, huit animaux, six enfants, cinq volumes.

C. (1) *Translate:* 1. He will always remember that last day. 2. The whole village was present at this last class. 3. Every one thanked Mr. Hamel for his long services. 4. They (on) recalled his forty years of service. 5. The mayor said that he regretted not having been present more

often at his school. 6. "It is not sufficient to come here now and then," he said. 7. "One should not put off his duties." 8. While we were reading, old Hauser was saying his lesson, too. 9. He had dropped his spectacles and couldn't find them. 10. Frantz wanted to laugh, but he remembered that he didn't know his rules. 11. Suddenly he heard the master saying to him. 12. "You have read enough, Frantz, stand up (*se lever*) and say the rule of participles." 13. Frantz got up and pretended to say the rule. 14. "That will do for today," his master said gently. 15. Frantz dropped into his seat. 16. He dropped his head into his hands on his desk and wept. 17. He heard the solemn voice of the mayor. 18. "Remember what I said, my boy." 19. "One of these days you will thank me for those words."

(2) *Conjuguez*: 1. Je vous dirai de mes nouvelles. 2. Je lisais dans ma grammaire. 3. Je ne laisse pas tomber mon livre. 4. Je vous remercie de votre patience. 5. Je n'ai pas assisté à la classe.

D. *Répondez aux questions suivantes*: 1. Qui a assisté à cette dernière classe? 2. De quoi ont-ils voulu remercier le maître? 3. Que sont-ils en droit de dire à leurs enfants? 4. A qui revient une bonne part des reproches? 5. Qu'est-ce qu'ils ont aimé mieux faire? 6. M. Hamel, n'a-t-il rien à se reprocher? 7. Qu'est-ce qu'il leur avait souvent fait faire? 8. Leurs parents ont-ils tenu à les voir instruits? 9. Maintenant qu'est-ce qu'il leur fallait faire? 10. De quoi M. Hamel se mit-il à parler? 11. Est-ce que Frantz croyait qu'il avait jamais écouté si bien? 12. Qu'est-ce qu'on aurait dit que le maître voulait faire?

E. *Sujet de composition*: **La Dernière classe.** Décrivez ce qu'on a fait, ce qu'on a dit, et ce qui est arrivé *jusqu'à midi*, comme si vous aviez été un des témoins de la scène (*çà-d., à la troisième personne*).

## LESSON IX

### ORDINAL NUMERALS. FRACTIONS. DATES. TIME. MEASURE. AGE

Irregular Verbs : *plaire, coudre.* Idioms : *plaire à qqn., payer, heure, temps.*

#### § 44. THE NUMERALS : ORDINALS.

1st — <b>premier, première</b>	8th — <b>huitième</b>
2d — <b>second, seconde</b>	9th — <b>neuvième</b>
<b>deuxième</b>	10th — <b>dixième</b>
3rd — <b>troisième</b>	19th — <b>dix-neuvième</b>
4th — <b>quatrième</b>	20th — <b>vingtième</b>
5th — <b>cinquième</b>	21st — <b>vingt et unième</b>
6th — <b>sixième</b>	22d — <b>vingt-deuxième</b>
7th — <b>septième</b>	95th — <b>quatre-vingt-quinzième</b>

*Notes:* 1. **Premier** and **second** alone are variable.

2. **Second** (**e**) is used only in a series of two ; **deuxième** in a series of more than two.

3. **Huitième** and **onzième** do not permit elision or liaison.

4. Observe that with the exception of **premier**, **second** the ordinal numerals are formed by adding **-ième** to the corresponding cardinal (cf. § 43), with the following changes : (1) final **-e** drops, as in **quatrième**, and (2) **cinq** adds **-u**, and **neuf** changes **-f** to **-v** before adding **-ième**.

#### § 45. FRACTIONS.

Fractions are expressed by cardinal numerals in the numerator and ordinal numerals in the denominator. Irregular

forms are : **demi**, *half*, **tiers**, *third*, **quart**, *fourth*. As a noun, 'half' is usually expressed by **une moitié**. **Demi** is invariable before the noun but variable after : when preceding the noun it is joined to it by a hyphen.

Les trois quarts du monde.	Three fourths of the world.
Les sept-huitièmes des cas.	Seven eighths of the cases.
La moitié de la classe.	Half of the class.
Une demi-heure.	A half hour.
	<i>but</i>
Une heure et demie.	An hour and a half.

#### § 46. DATES AND TITLES.

With the exception of **premier**, the *cardinal* numerals are used instead of the ordinals in dates and in indicating the numerical titles of rulers.<sup>1</sup>

Le vingt-sept novembre.	The twenty-seventh of November.
Le premier avril.	The first of April.
Henri quatre.	Henry the Fourth.
Napoléon premier.	Napoleon the First.

#### § 47. DATE EXPRESSIONS.

The following expressions are more or less fixed and may serve as models in indicating dates :

Quel jour du mois est-ce aujourd'hui ?	What day is it ?
C'est aujourd'hui le dix.	Today is the tenth.
Ce sera demain le onze.	Tomorrow will be the eleventh.
Il y a huit jours.	A week ago.
D'aujourd'hui en quinze.	Two weeks from today.
Le vingt janvier.	The twentieth (of) January.

<sup>1</sup> Observe the absence of the preposition **de**, *of*, in dates and the absence of the definite article in titles. Capitals are not used commonly in either dates or titles.



## § 48. TIME EXPRESSIONS.

Quelle heure est-il ?	What time is it ?
Il est une heure.	It is one o'clock.
Il est cinq heures.	It is five o'clock.
Il est six heures un quart.	It is quarter past six.
Cinq heures et demie.	Five thirty ; half past five.
Huit heures trois quarts.	A quarter to nine : 8 : 45.
Neuf heures moins le quart.	A quarter to nine.
Six heures moins dix.	Ten minutes to six.
Cinq heures cinquante-deux.	Five fifty-two.
Midi ; minuit.	Noon (12 : 00 A.M.) ; mid- night (12 : 00 P.M.)
Midi et demi.	Twelve thirty (12 : 30 P.M.)
A neuf heures du matin.	At 9 : 00 A.M.
A neuf heures du soir.	At 9 : 00 P.M.
A une heure précise.	Exactly one o'clock.
Je suis en retard.	I am late.
Nous sommes à l'heure.	We are on time.
Ma montre retarde de dix minutes.	My watch is ten minutes slow.
L'horloge avance de trois minutes.	The clock is three minutes fast.
Il faut que je la remonte.	I must wind it.

*Notes:* 1. The hour precedes the minute, which is added or subtracted as desired.

2. **Heure(s)**, *o'clock*, is always expressed, **minute(s)** usually omitted.

3. **Demi(e)** agrees like any adjective when following, but is invariable when preceding **heure** (cf. § 45).

4. **Midi**, **minuit** are used instead of numerals.

## § 49. THE DAYS OF THE WEEK.

The names of the days of the week are : **lundi**, *Monday*, **mardi**, *Tuesday*, **mercredi**, *Wednesday*, **jeudi**, *Thursday*, **vendredi**, *Friday*, **samedi**, *Saturday*, **dimanche**, *Sunday*. The names of week days are not capitalized.

## § 50. SEASONS AND MONTHS.

The names of the seasons are : **le printemps**, *Spring*, **l'été**, *Summer*, **l'automne**, *Autumn*, **l'hiver**, *Winter*. 'In' before the name of a season is expressed by **en** except in the case of **au printemps**, *in the spring*. The names of the seasons are masculine (cf. § 14, 1).

2. The names of the months are : **janvier**, *January*, **février**, *February*, **mars**, *March*, **avril**, *April*, **mai**, *May*, **juin**, *June*, **juillet**, *July*, **août**, *August*, **septembre**, *September*, **octobre**, *October*, **novembre**, *November*, **décembre**, *December*. The names of the months are masculine (cf. § 14, 1). The names of seasons and months are not capitalized.

## § 51. EXPRESSIONS OF MEASURE.

The following fixed expressions of measure may serve as models :

Une boîte longue d'un mètre.	A box one meter long.
Une boîte d'un mètre de longueur.	A box one meter long.
La boîte est large d'un mètre.	The box is one meter wide.
La boîte a un mètre de largeur.	The box is one meter wide.
Un mètre de longueur sur deux mètres de largeur.	One meter long by two wide.
Plus longue de six centimètres.	Longer by six centimeters.

## § 52. AGE EXPRESSIONS.

The following fixed expressions used in indicating age may serve as models. For the use of **avoir** in such expressions see *Appendix A, Section IV*.

Quel âge avez-vous ?	How old are you ?
J'ai seize ans <i>or</i> Je suis âgé de seize ans.	I am sixteen (years old).
Moins âgé de trois ans.	Younger by three years.
Il a le même âge que moi.	He is as old as I (am).

## § 53. UNCLASSIFIED NUMERICAL EXPRESSIONS.

The following expressions involving numerals have certain peculiarities :

<b>En mil neuf cent vingt-deux.</b>	In 1922.
<b>Une douzaine de drapeaux.</b>	A dozen flags.
<b>Une vingtaine, une centaine.</b>	A score ; five-score.
<b>Des milliers de personnes.</b>	Thousands of persons.
<b>Une fois, deux fois, trois fois.</b>	Once, twice, three times, etc.
<b>Dix pour cent.</b>	Ten percent.
<b>Page cinq or page cinquième.</b>	Page five.
<b>Les trois premiers tomes.</b>	The first three volumes.

*Notes:* 1. **Mil** replaces **mille** commonly in dates from 1001 to 1999.

2. Nouns of number stating approximate quantities below and including 100 are indicated by the suffix **-aine** added to the cardinal, omitting final **-e** ; they are feminine and require **de** before the following noun (cf. § 10, 3).

3. Cardinals precede ordinals in French.

## EXERCISE IX

(Review §§ 2, 7 ; 10, 3 ; 12 ; 25, 1, *Note* ; 43.)

A. (1) *Translate:* **La Guerre de Cent Ans**, entre la France et l'Angleterre, de mil trois cent trente-sept à mil quatre cent cinquante-trois. Cette guerre désastreuse fut amenée surtout par la rivalité de Philippe de Valois et d'Edouard III d'Angleterre, qui (à la mort de Charles IV, dernier Capétien direct, mort sans héritier) prétendait avoir des droits sur la couronne de France, parce qu'il était fils d'Elisabeth, fille de Philippe le Bel. Philippe de Valois est proclamé roi de France sous le nom de Philippe VI. Sous son règne, les Français sont battus à Crécy en mil trois cent quarante-six et perdent Calais en mil trois cent quarante-sept. Sous

Jean le Bon, le prince Noir triomphe à Poitiers en mil trois cent cinquante-six, et la France, dévastée par la Jacquerie, affaiblie par les discordes parisiennes (Étienne Marcel), est obligée de signer le désastreux traité de Brétigny en mil trois cent soixante. Sous Charles V, la sagesse du roi et surtout la bravoure de Du Guesclin relevèrent la France. Sous Charles VI, la guerre civile et la folie du roi favorisent de nouveau les progrès des Anglais, qui gagnent la bataille d'Azincourt en mil quatre cent quinze et imposent le honteux traité de Troyes en mil quatre cent vingt. Sous Charles VII, Jeanne d'Arc réveille le patriotisme français ; l'héroïne délivre Orléans, fait sacrer le roi à Reims, mais est prise à Compiègne et brûlée à Rouen en mil quatre cent trente et un. Cependant, l'impulsion est donnée, les Anglais sont battus à Formigny en mil quatre cent cinquante, à Castillon en mil quatre cent cinquante-trois, et chassés du royaume, sauf de Calais, qu'ils conservent jusqu'en mil cinq cent cinquante-huit. — *Petit Larousse.*

(2) *Lisez à haute voix*: Avant 1789, la France n'avait aucune constitution. Depuis 1789, 8 constitutions se sont succédé dans notre pays : 1° la Constitution de 1791, qui établissait la monarchie constitutionnelle et une Assemblée législative ; 2° la Constitution de 1793, qui ne fut jamais appliquée ; 3° la Constitution de l'an III (1795), instituant le Directoire, le conseil des Anciens et le conseil des Cinq-Cents ; 4° la Constitution de l'an VIII, établissant le Consulat ; 5° la Charte de 1814, modifiée par l'acte additionnel de Napoléon I<sup>er</sup> en 1815 ; et en 1830 après la révolution de Juillet ; 6° la Constitution de 1848, instituant la république, le suffrage universel et une Assemblée législative ; 7° la Constitution de 1852, qui fut plusieurs fois modifiée pendant le second Empire ; 8° la Constitution de 1875. Le territoire français est réparti, au point de vue administratif, en 86 départements, sans compter le territoire de Belfort. Il existe en France 362 arrondissements, 2915 cantons, 36,241 communes et 39,600,000 habitants. La superficie totale est de 536,408 kilomètres carrés. — *Petit Larousse.*

B. (1) *Translate*: 1. We hear the trumpets sound a second time. 2. It is my third year of school. 3. It was half past eight as I was crossing the square. 4. Half an hour later I was in my seat. 5. The church clock strikes twelve. 6. Today is the thirtieth of April. 7. Tomorrow, on the first of June, the new master will arrive. 8. A week ago, I was late twice. 9. In Spring it is not easy to (*de*) resist temptations. 10. We shall have a holiday on Wednesday. 11. Mr. Hamel will go away on Friday. 12. There is no school (*classe*) on Saturdays. 13. Sundays we go to church or we hunt nests. 14. A week from today Mr. Hamel will be in France.

(2) *Write in full in French*: 1. The twenty-second day of the first month. 2. Eleventh. 3. Page 31. 4.  $\frac{1}{3}$ ,  $\frac{9}{13}$ ,  $\frac{16}{42}$ ,  $1\frac{1}{2}$ . 5. August 15, 1901. 6. The 19th day of July, 1747. 7. On July 14th, 1789. 8. 8 : 20 A.M., 12 : 01 P.M., 9 : 43 A.M. 9.  $3\frac{1}{2}$  hours, a half hour, 3 : 30 P.M. 10.  $17 \times 8$  meters, 51 meters long,  $2\frac{1}{2}$  meters wide.

(3) *Translate orally and rapidly*: 1. Seventeen times. 2. How old is he? 3. What time is it, please? 4. This time, who is late? 5. How old is your little brother? 6. He is six years younger than I am. 7. I am nine years old. 8. What day is it? 9. Are you coming a week from Monday? 10. It is the nineteenth today. 11. Tomorrow will be the first of August. 12. We are to arrive at seven o'clock sharp. 13. Be there at a quarter to seven. 14. Louis XVI was beheaded (*décapité*) in 1793. 15. I have heard it thousands of times. 16. Here are the last two lessons. 17. At 9 cents a dozen. 18. Once a week is not often. 19. He has given more than two score years of services.

C. (1) *Translate*: 1. "Please sit down, Frantz" (*three ways*), said Mr. Hamel. 2. "You are late ; the clock struck (*sonner*) nine a little while ago. 3. You come here on time only when you like (*plaire, present tense*). 4. Presently you will tell your parents that you can't speak French and that I

am most to blame for it (**en**). 5. Fine ! tell them so, if you wish (it) ! 6. Nothing would please me better ! 7. I have given them half of my life, the better half. 8. And this is how they pay me for it. 9. They prefer to send you to the mill to (**pour**) earn a dozen pennies a day ! 10. Or else (**ou bien**) they make you work in the garden when [ever] they like (**plaître**). 11. You go fishing on Monday ; you are late on Tuesday. 12. On Wednesday, you cut class. 13. Thursdays, you never know your lessons. 14. Friday you prefer to water the hop vine and there is no school (**classe**) on Saturday. 15. Occasionally your parents come and sit down here. 16. They thank me for my two-score years of patience. 17. Well and good ! I shall leave early tomorrow. 18. It will be over (**fini**) at noon."

(2) *Conjuguez* : 1. **Coudre son habit** (au présent de l'indicatif). 2. **Payer au forgeron ses services** (au futur). 3. **Plaire à ses parents** (au passé descriptif). 4. **Cela me plaît bien** (à tous les temps de l'indicatif).

**D. Répondez aux questions suivantes**: 1. Est-ce que cette histoire vous plaît ? 2. En quelles années la guerre franco-allemande a-t-elle eu lieu ? 3. Quel jour du mois est-ce aujourd'hui ? 4. Est-ce que ce sera demain le quinze ? 5. Quelle heure est-il en ce moment ? 6. Est-ce que votre montre avance de quelques minutes ? 7. Combien de personnes y a-t-il dans cette classe ? 8. A quelle heure cette classe a-t-elle commencé ? 9. Combien de jours y a-t-il dans une année ? 10. Comptez par cinq jusqu'à cent cinq.

**E. Sujet de composition**: **M. Hamel nous dit adieu**. Décrivez ce qui se passait au moment où l'horloge de l'église sonna midi et ce que le maître a fait après, en amplifiant un peu les détails.

## LESSON X

### INDEFINITE ADJECTIVES AND PRONOUNS. INTERROGATIVE ADJECTIVES AND PRONOUNS

Irregular Verbs : **conduire** (and others of the same type : cf. *Appendix A, III, Reference List*), **naître**, **connaître**. Idioms : **se connaître à (en), quoi**.

#### § 54. THE INDEFINITE ADJECTIVE.<sup>1</sup>

<i>Adjective</i>	<i>English Equivalent</i>	<i>Special Usage</i>
<b>chaque</b> <b>quelconque</b> <b>quelque</b> * <b>autre</b> <b>certain</b> * <b>plusieurs</b> <b>même</b>	each, every any, whatever some other (= different) certain several same	Variable Follows the noun qualified In plural = ' a few ' <b>encore un</b> = ' another ' like
<b>différent</b> <b>divers</b> * <b>tel(s) telle(s)</b> * <b>tout</b>	various, different various, diverse such, such a all, every, whole	Variable Following the noun = ' even '
<b>maint</b> * <b>aucun</b> * <b>pas un</b> * <b>nul(s) nulle(s)</b>	many a no, not a (single) no, not a no	Article precedes, <i>e.g.</i> <b>un tel</b> Irregular masculine plural = <b>tous</b> . Article follows, <i>e.g.</i> <b>tout le jour</b> .  Requires <b>ne</b> before the verb Requires <b>ne</b> before the verb Requires <b>ne</b> before the verb

<sup>1</sup> Adjectives listed with an asterisk (\*) occur also as pronouns (cf. § 55).  
For the position of indefinite adjectives, see § 20, 3.



J'ai besoin d'une autre plume.	I need another (different) pen.
Plusieurs personnes l'ont vu.	Several persons saw it.
Les mêmes amis ; mes amis mêmes.	The same friends ; my friends even.
On parle d'une telle femme.	Such a woman is mentioned.
Tout le village y était.	The whole village was there.
Nul homme ne le sait.	No man knows.

### § 55. THE INDEFINITE PRONOUN.

Other indefinite pronouns than those mentioned in § 54 are :

<i>Pronoun</i>	<i>English Equivalent</i>	<i>Special Usage</i>
chacun(e) autrui quelqu'un(e) quelques-un(e)s quelque chose rien personne on	each, each one others, other people some one, somebody some, a few something nothing no one, nobody one, we, you, they, people	Cf. <b>chaque</b> , § 54 Object of preposi- tion Neuter. Cf. § 10, 4 Cf. § 27 and <i>notes</i> Cf. § 27 and <i>notes</i> Cf. § 34

Les biens d'autrui.	The property of others.
Rien ne vaut la peine.	Nothing is worth while.
Personne n'est venu me voir.	Nobody came to see me.
On trouve le bonheur chez soi.	We find happiness at home.

### § 56. THE INTERROGATIVE ADJECTIVE.

The forms of the interrogative adjective are : **quel(s)**, **quelle(s)**, *which*, *what*. Their usage in French corresponds to the English usage of the interrogative adjective. In exclamations, **quel**, etc. is equivalent to 'what a.' For posi-

tion, cf. § 20, 3. The interrogative adjective stands in direct and indirect questions alike.

Quels efforts font-ils ?	What efforts do they make?
Quelle histoire avez-vous lue ?	What story have you read?
Il demande quel jour c'est.	He asks what day it is.
Et quel temps ! Quel vent !	What weather ! What a wind !

### § 57. THE INTERROGATIVE PRONOUN : FORMS.

<i>Form</i>	<i>Function (with verbs)</i>	<i>Meaning</i>
qui ?	Subject, object, predicate	<i>who? whom?</i>
que ?	Object, predicate	<i>what?</i>
lequel ?	Subject or object	<i>which? which one?</i>
quoi ?	Absolute (or with preposition)	<i>what?</i>

*Notes:* 1. Alone or with preposition, **qui**, *who? whom?* refers to persons, **quoi**, *what?* to things, **lequel**, *which?*, *which one?* to persons or things.

2. As subject, **qu'est-ce qui**, *what?*, always replaces **que**.

3. **Lequel** is variable : the inflections are **lequel**, **lesquels**, **laquelle**, **lesquelles**. **De** and **à** contract with **lequel**, etc.

4. **Quoi** is rarely used other than alone or with preposition.

### § 58. THE INTERROGATIVE PRONOUN : USE.

1. The interrogative pronoun **qui**, *who? whom?* may refer only to *persons* as subject, object, or predicate of a verb, or alone or as object of a preposition. It is invariable.

Qui leur donne le laisser-passer ?	Who gives them the pass?
Qui ont-ils vu derrière eux ?	Whom did they see behind them?
Qui est arrivé ? Qui est-ce ?	Who arrived ? Who is it ?
A qui donne-t-il les poissons ?	To whom does he give the fish?

2. **A qui**, *whose?* expresses simple ownership ; **de qui**, *whose?* expresses relationship.

**A qui est ce filet?**

Whose net is this?

**De qui est-il l'ami?**

Whose friend is he?

3. The interrogative pronoun **que**, *what?* may refer only to *things* as object or predicate of the verb. As subject of the verb, it is replaced by **qu'est-ce qui**, *what?* It is never the object of a preposition.

**Que ramassa-t-il?**

What did he pick up?

**Qu'est-ce qui flotte sur l'eau?** What is floating on the water?

4. The interrogative pronoun **lequel**, *which?* may refer to either *persons* or *things* as subject or object of the verb, alone, or as object of a preposition. It is variable and agrees in gender and number with the word for which it stands. It is used, as in English, when a distinction is desired.

**Lequel est mercier?**

Which is a notion dealer?

**Lequel?**

Which?

**Duquel parle-t-il?**

Of which is he speaking?

5. The interrogative pronoun **quoi**, *what?* may refer only to *things* and is used alone or as object of a preposition.

**A quoi pensaient-ils?**

What did they think about?

**Quoi? Est-ce vrai?**

What? Is it true?

6. The following long forms of the interrogative pronouns, formed with the expression **est-ce**, are frequently used instead of the simpler forms for emphasis, euphony or clarity :

**Qui est-ce qui?** = **Qui?**, *who?* (Subject of verb)

**Qui est-ce que?** = **Qui?**, *whom?* (Object of verb)

**Qu'est-ce que?** = **Que?**, *what?* (Object of verb)

**Qu'est-ce qui?** = (Replaces **que?**, *what?* as subject of verb)

Qu'est-ce qu'il veut? = Que veut-il?	What does he wish?
Qui est-ce qui parlait? = Qui parlait?	Who was talking?
Qu'est-ce que c'est? = Qu'est-ce?	What is it?
Qu'est-ce que c'est que cela?	What's that?

## § 59. UNCLASSIFIED USAGES.

Ils ne savent que faire.	They do not know what to do.
Que dire?	What can one say?
Quoi ! c'est vous !	What ! It's you !
Que c'est stupide !	How stupid it is !

## EXERCISE X

A. *Translate:* 1. On mangeait n'importe quoi (3).  
 2. Chaque dimanche (11). 3. autre pêcheur fanatique (20).  
 4. En certains jours (24). 5. sans rien dire (25). 6. Je  
 ne connais rien de meilleur (33). 7. le silence de tout  
 l'horizon (108). 8. les cachait à l'autre berge (122). 9. ils  
 ne pensaient plus à rien (135). 10. quelques instants après  
 (145). 11. Puis d'autres suivirent (147). 12. En d'autres  
 pays (176). 13. en quelques secondes (190). 14. Mais  
 il s'agit d'autre chose (201). 15. Personne ne le saura  
 jamais (213). 16. et lui posa la même question (236).  
 17. à quelques pas de lui (243). 18. de la même façon  
 (267). 19. Hein ! quelle douceur ! (33). 20. Quel  
 spectacle ! (42).

B. (1) *Supply the correct form of the interrogative adjective:*  
 1. — ville était bloquée? 2. — chemin de fer prenait-  
 il? 3. — île gagnait-il à pied? 4. — homme y  
 rencontrait-il? 5. — est cet homme qui s'approche de  
 lui? 6. — goûts avaient-ils? 7. Dans — fleuve  
 pêchaient-ils? 8. A — saison les arbres sont-ils roussis?  
 9. De — bon souvenir parla-t-il? 10. Pendant —  
 guerre cette histoire a-t-elle eu lieu?

(2) *With the exception of sentence 5, replace the interrogative adjective plus noun in the sentences of the preceding exercise by the correct form of **lequel**, and translate.*

(3) *Using interrogative pronouns, formulate as many questions as possible based on the following statements: 1. C'est aujourd'hui le premier beau jour de l'année. 2. Le ciel était, en effet, tout beau et plein de lumière. 3. Ils se mirent à marcher côte à côte. 4. M. Sauvage demanda : "Quand y retournerons-nous?" 5. Ils entrèrent dans un petit café. 6. Une brise caressante leur chatouillait le visage.*

(4) *Using interrogative adjectives and pronouns (long forms), formulate as many questions as possible based on lines 79-87, inclusive, of **Deux Amis** (Appendix B, II).*

(5) *Formulate sentences of your own illustrating the correct use of the following indefinite adjectives: **chaque, quelque, autre, plusieurs, même, tel, tout, pas un.***

(6) *Translate: 1. Mr. Morissot used to go fishing every Sunday. 2. Whom did he meet at Marante island? 3. A certain Mr. Sauvage, who was another fanatic fisherman. 4. Each took a liking to (**se prendre d'amitié pour**) the other. 5. What was Mr. Morissot's profession? 6. Which one was [a] clockmaker? 7. What did they do? 8. Sometimes they talked and sometimes they said nothing. 9. They had the same tastes. 10. What were they? 11. What did they talk about (**de**)? 12. No one knows what they said to each other. 13. "What a pleasure!" Morissot used to say. 14. "I know nothing better!" Mr. Sauvage would reply (*past descriptive*). 15. Many a time they had the same feelings. 16. What made them esteem each other? 17. How quiet it was!*

(7) *Translate orally and rapidly: 1. What? 2. Who sighed? 3. Nothing matters. 4. What a delight! 5. Whose fishing-rod is this? 6. What do they drink? 7. What color is absinth? 8. What is a "pantouflard"? 9. He is another acquaintance. 10. Which railroad does*

he take? 11. What caresses their faces? 12. What do they (**on**) eat in Paris? 13. Who is stout and jovial? 14. Which one is a notion-dealer? 15. What can one do? 16. Do they know what to do? 17. Who used to leave at (**dès**) dawn? (*Long form.*) 18. To whom does he speak? 19. Who? 20. He doesn't speak to any one. 21. Even Mr. Sauvage doesn't talk (**causer**). 22. Other people's tastes. 23. Under the same sky.

**C.** (1) *Translate:* 1. De Maupassant was born in 1850. 2. This is another story of the Franco-Prussian war, which took place 20 years after he was born. 3. Fortresses had been constructed on the heights to the north of Paris. 4. From the top of Mont-Valérien, the Prussians were destroying everything. 5. In Paris, the people (**on**) were reduced to (**à**) eating (*infinitive*) anything at all. 6. They (**on**) even cooked sparrows. 7. Some didn't have even a fried fish (**friture**) once a week. 8. One morning Mr. Morissot recognized a friend on the boulevard. 9. This friend was skilled in fishing. 10. There was something similar about them. 11. They were both fanatic fishermen. 12. Scarcely had they recognized each other, than (**que**) Sauvage said, "Let's ask the colonel for a pass!" 13. "What's the use of asking for a pass; he won't give it to us," replied Mr. Morissot. 14. "I know Colonel Dumoulin," answered Mr. Sauvage. 15. An hour later, they were walking along the highway, the pass in Mr. Sauvage's pocket.

(2) *Conjuguiez:* 1. **traduire la phrase** (**à l'impératif et au passé descriptif**). 2. **naître aux États-Unis** (**au présent du passé**). 3. **Je me connais bien à pêcher.** 4. **Il faut que je me conduise bien.**

**D.** *Répondez aux questions suivantes:* 1. Qui est-ce qui a écrit cette histoire? 2. En quelle année est-il mort? 3. Qui a écrit d'autres histoires semblables? 4. De quelle guerre parle-t-on ici? 5. Qu'est-ce qu'il y a autour de

Paris au nord et à l'ouest? 6. Que veut dire le mot ' pantouflard ' ? 7. L'île Marante, entre quelles petites villes se trouve-t-elle? 8. Quelles hauteurs dominent les environs d'Argenteuil? 9. Quelle petite ville se trouve au pied du Mont-Valérien? 10. Quel était l'état de Paris au commencement de notre histoire? 11. Que mangeait-on? 12. Quand une personne est-elle à jeun?

**E. *Sujet de composition: Le Siège de Paris.*** Décrivez les conditions dans la ville, les occupations des Prussiens qui ont pris les hauteurs au nord-ouest de Paris, l'effet des coups de canon venant du Mont-Valérien, les détonations, les jets de fumée, les vapeurs, le paysage désert, les soldats prussiens, etc.



## LESSON XI

### THE DEMONSTRATIVE ADJECTIVE AND PRONOUN

Irregular Verbs : **prendre, boire, écrire, suivre, vivre.** Idioms : **prendre garde à (de), apprendre à.**

#### § 60. THE DEMONSTRATIVE ADJECTIVE : FORMS.

<i>Masculine Singular</i>	<i>Feminine Singular</i>	<i>Masculine and Feminine Plural</i>	<i>English Equivalent</i>
<b>ce (cet)</b>	<b>cette</b>	<b>ces</b>	this, that these, those

#### § 61. THE DEMONSTRATIVE ADJECTIVE : USE.

The use of the demonstrative adjective in French is similar to its English use. It precedes the noun qualified (cf. § 20, 3) and agrees with it in gender and number. The second masculine singular form **cet** is used before a masculine singular word beginning with a vowel or mute **h** (cf. § 22, 6). To distinguish between 'this' and 'that,' the adverbs **-ci** and **-là** are affixed to the noun.

**Ce** village-là semblait mort.  
Il parlait à **cet** instant-là.

That village seemed dead.  
He was talking at that moment.

**Cette** guerre est affreuse.  
Ils regardaient **ces** terres.

This war is frightful.  
They looked at those lands.

## § 62. THE DEMONSTRATIVE PRONOUN : FORMS.

<i>Singular</i>				<i>Plural</i>		
MAS- CULINE	FEMI- NINE	NEUTER	ENGLISH EQUIVALENT	MAS- CULINE	FEMI- NINE	ENGLISH EQUIVALENT
<b>celui</b>	<b>celle</b>		this (one), that (one), the one	<b>ceux</b>	<b>celles</b>	these, those
<b>celui- ci</b>	<b>celle- ci</b>		this one	<b>ceux-ci</b>	<b>celles- ci</b>	these
<b>celui- là</b>	<b>celle- là</b>		that one	<b>ceux-là</b>	<b>celles- là</b>	those
		<b>ce(c')*</b> <b>ceci</b> <b>cela</b> <b>(ça)†</b>	this, that, it this that			

\* **Ce** becomes **c'** in elision ; before **à** it becomes **ç'**.

† **Ça** is a popular contraction of **cela**.

## § 63. THE DEMONSTRATIVE PRONOUN : USE.

1. The simple forms of the demonstrative pronoun (**celui**, **celle**, **ceux**, **celles**) are used before either (a) an adjectival clause introduced by a relative pronoun or (b) an adjectival phrase introduced by the preposition **de**.

**Celui qui donna les ordres.**

The one who gave the orders.

**Sa réponse et celle de son  
ami.**

His answer and his friend's.

2. The more definite forms **celui-ci**, **celui-là**, **celle-ci**, etc. represent a noun previously expressed and either (a) contrast what is near with what is distant,<sup>1</sup> or (b) lend emphasis.

**Ce peuple-ci ; celui-ci.**

This people ; this one.

**Cette villa-là ; celle-là.**

That villa ; that one.

**C'était une belle pêche, celle-là.**

That was a fine catch.

<sup>1</sup> In contrasts, **celui-ci** is equivalent to " the latter " and **celui-là** to " the former " ; they occur in the relative order **celui-ci . . . celui-là**, which is the

3. The invariable neuter demonstrative pronoun **ce** is used (a) as a neuter antecedent to a relative pronoun (**ce qui**, **ce que**, etc. cf. § 67), (b) as a neuter subject, real or representative, to the verb **être** (cf. § 64), or (c) in certain common locutions.

Je sais ce qu'il dira.	I know what he will say.
C'est un de mes amis.	It is a friend of mine.
C'est pourquoi il demande cela.	That's why he asks that.
Ce sera demain le dix août.	Tomorrow will be the tenth of August.

4. The invariable neuter demonstrative pronouns **ceci**, **cela**, **ça** are used only in referring to objects and abstractions (ideas, needs, desires, facts, etc.), when indicated but not named.<sup>1</sup> **Ça** is inelegant.

Prenez ceci; je garderai cela.	Take this ; I'll keep that.
Cela suffit pour aujourd'hui.	That is sufficient for today.
C'est ça ! Ça m'est égal !	That's it ! I don't care !

#### § 64. THE USE OF **CE** AND **IL** WITH **ÊTRE**.

1. The pronoun **il** is used either as a personal<sup>2</sup> or as an impersonal (= neuter)<sup>3</sup> subject pronoun. It is always the grammatical subject of the verb and is lacking in any demonstrative force.

Il se leva brusquement.	He got up suddenly.
Il faisait beau temps.	It was fine weather.
Il arrive souvent des malheurs.	Misfortunes often come.

reverse of the English order, thus: **Les deux amis s'appellent Morissot et Sauvage ; celui-ci est mercier et celui-là est horloger.** *The names of the two friends are Morissot and Sauvage; the former is a clock-maker and the latter a notion dealer.*

<sup>1</sup> Except with **être**, **cela** may be used with any verb to represent a previous statement, as: **Aller sans laisser-passer, cela devient impossible!** *It is becoming impossible to go without a pass!*

<sup>2</sup> See § 64, section 2, for exceptions in usage.

<sup>3</sup> Note, however, **c'est dommage (honteux, pitié, un bonheur, une honte) que . . .**, *it is a shame (shameful, a pity, lucky, a shame) that . . .*

2. The pronoun **ce** is used as subject of **être** (a) to sum up or stress a preceding subject, (b) when the predicative complement (the logical subject) of **être** is either a personal pronoun or a qualified noun, and (c) to represent a fact or statement previously indicated, when the predicative complement of **être** is adjectival or adverbial.<sup>1</sup> **Ce** either summarizes or anticipates a real subject. ,

Il viendra ; c'est certain.

C'est lui ; c'est son ami.

C'est vrai.

He will come ; it is certain.

It is he ; it is his friend.

It (that) is true.

## EXERCISE XI

A. (1) *Explain each case of ce and il*: 1. C'était M. Sauvage, une connaissance du bord de l'eau (9). 2. C'est aujourd'hui le premier beau jour de l'année (50). 3. Il faisait doux (66). 4. C'est dit (77). 5. Il sourit de leur demande (81). 6. Il était environ onze heures (87). 7. Et une sorte de terreur superstitieuse s'ajoutait à la haine qu'ils avaient pour ce peuple inconnu et victorieux (99). 8. Faut-il être stupide pour se tuer comme ça (156). 9. C'est pis que des bêtes (158). 10. "C'est la vie," déclara M. Sauvage (178). 11. Mais il s'agit d'autre chose (201). 12. C'est le tour des poissons maintenant (276). 13. Ce sera délicieux (285).

(2) *Supply the correct form of the demonstrative adjective or the demonstrative pronoun, and translate*: 1. A peine arrivé en — lieu de ses rêves. 2. — petite buée qui coule avec l'eau. 3. Et — leur suffisait pour se comprendre et s'estimer. 4. — vaut mieux que le boulevard. 5. — pays désert. 6. Avec — gouaillerie parisienne reparaiss-

<sup>1</sup> Note that if the adjective is followed by a clause introduced by **de** or **que**, the subject pronoun is **il** ; thus, **Il est facile de faire cela**, *It is easy to do that*, but **C'est facile**, *That is easy*, and **C'est facile à faire**, *That is easy to do*.

sant malgré tout. 7. Contre — enragés qui se battaient ainsi. 8. Faut-il être stupide pour se tuer comme —. 9. Et dire que — sera toujours ainsi tant qu'il y aura des gouvernements. 10. Je vois que — n'allait pas mal. 11. Donnez-moi — mot d'ordre. 12. Si vous refusez, — est la mort. 13. Songez que dans cinq minutes vous serez au fond de — eau.

B. (1) *Supply either ce or il (ils, elle, elles) as the case demands, and translate:* 1. — est la vie ! 2. — est stupide de se tuer comme ça. 3. — est facile de dire que — sera toujours ainsi. 4. — bien facile à dire. 5. Songez de ceci ; — vous faut me donner ce mot d'ordre. 6. — s'agit de me le donner dans cinq minutes. 7. — est dit. 8. — est le mot d'ordre que — désire. 9. — sourit de leur demande. 10. — dommage, mais — est la guerre ! 11. — est lui qui grommelait toujours. 12. Ils ont un mot d'ordre, — est vrai. 13. — n'est pas vrai que — sont des espions. 14. — sont deux amis qui se comprennent bien. 15. — vaut mieux se taire.

(2) *Supply the correct form of the demonstrative pronoun and translate:* 1. Argenteuil et Colombes se trouvent au nord-ouest de Paris ; — se trouve plus près de Paris que —. 2. — qu'il demande est impossible. 3. — devrait être facile à faire. 4. — qui font semblant de pêcher, afin de guetter les ennemis, sont des espions. 5. On ne saura rien de — qui se passe sur cette île. 6. — sera un secret. 7. — qui répondra à l'officier pourra rentrer paisiblement. 8. Ce poisson-ci est une ablette ; — est un goujon. 9. Cette personne-ci s'appelle Morissot ; — s'appelle Sauvage. 10. — ne fait rien ; on ne sera jamais libre.

(3) *Translate:* 1. It is about eleven o'clock. 2. These two fanatic fishermen reach the river bank. 3. This day they are alone. 4. From the heights of Orgemont and those of Sannois the Prussians are ruining France. 5. To the

feeling of hatred that they had for these people, is added (*use s'ajouter*) that of terror. 6. We (**on**) are afraid of what we feel but cannot see. 7. Those who hesitate are lost. 8. They look at this deserted horizon with uneasiness. 9. Morissot says, "I don't care! Let's fish!" 10. He says that this war is stupid. 11. The Republic would not have declared this one, that's certain. 12. The arguments (**raison**) of these men are those of mild and narrow-minded men.

(4) *Translate rapidly and orally:* 1. At the bottom of this water. 2. Take these fish, not those! 3. It will be identical. 4. The latter begins to smoke. 5. That empty plain and those gray lands frighten them. 6. It is war! 7. What does that mean? 8. Quickly! that password! 9. Are you [one] of those who fish with a line? 10. It is warm weather. 11. This weather is mild. 12. I don't like this. 13. I like that (*two ways*). 14. That! that is worse than death. 15. They are friends. 16. Which one is the one he led away first? 17. That one. 18. It's Mr. Morissot. 19. It is he. 20. The latter is a clock-maker.

C. (1) *Translate:* 1. After having followed the highway as far as Colombes, they venture into this silent country. 2. The colonel has told them to look out for the Prussians. 3. The latter were crushing everything (**tout**) that was living around Paris. 4. The absinthe that they have drunk has made them dizzy. 5. However, war has taught Morissot to act with caution. 6. But he has not learned not to venture into the enemy's country. 7. They follow a strip of bare ground, taking care not to stand upright (**rester debout**). 8. As soon as they reach the bank of the river, they are careful to crouch down in the reeds. 9. They begin to fish and Mr. Sauvage takes the first gudgeon. 10. They no longer pay attention to anything.

(2) *Conjuguez:* 1. **apprendre à bien écrire** (au présent de l'indicatif). 2. **prendre garde à éviter cet homme-là** (à l'im-

pératif et au futur du passé). 3. **prendre garde de se lever** (au futur et au passé descriptif). 4. **boire de l'eau** (à la troisième personne du pluriel de tous les temps). 5. **vivre en 1870** (à la troisième personne singulier de tous les temps passés). 6. **écrire mon devoir** (au présent de l'indicatif et au présent du subjonctif).

**D. Répondez aux questions suivantes:** 1. Lequel des deux hommes est mercier? 2. Comment s'appelle celui qui est horloger? 3. Où se sont-ils rencontrés? 4. Lequel est le pêcheur le plus fanatique, M. Sauvage ou M. Morissot? 5. Où se trouve leur île? 6. Comment passaient-ils la journée, chaque dimanche, avant la guerre? 7. Quelquefois ils ne parlaient pas ; comment expliquer cela? 8. Que veut dire **rajeuni** (29)? 9. Qu'est-ce que M. Morissot disait parfois à son ami, au printemps? 10. Que répondait celui-ci? 11. A l'automne, que prononçait M. Sauvage? 12. Quelle réponse faisait M. Morissot? 13. Est-ce que cela vous aurait suffi, à vous?

**E. Sujet de composition: Les deux amis** — Faites la description de M. Sauvage et de M. Morissot, en cherchant partout dans l'histoire des détails sur leur vie, leurs goûts, leur caractère et leur figure. On pourrait souligner dans le texte les expressions utiles.



## LESSON XII

### THE RELATIVE PRONOUN

Irregular Verbs : **battre, mettre.** Idioms : **se mettre à, mettre au courant de, permettre à.** *Review Composition (Lessons VI–XI).*

#### § 65. THE RELATIVE PRONOUN : FORMS.

<i>Form</i>	<i>Function</i>	<i>Meaning</i>
<b>qui</b>	Subject of verb ; with preposition*	<i>who, which, that; whom</i>
<b>que</b>	Object, predicate†	<i>whom, which, that</i>
<b>lequel §</b>	Subject or object of verb	<i>which one, who, which</i>
	With preposition	<i>which one, whom, which</i>
<b>dont</b>	Possessive	<i>of whom, whose, of which</i>
<b>quoi</b>	Neuter, with preposition	<i>which, what</i>
<b>(où)</b>	Locative	<i>to (at, in, on) which, etc.</i>

\* **Qui** with preposition refers only to *persons*.

† **Que**, as predicate, means 'who,' 'which,' 'that.'

§ **Lequel** is variable : **lequel, laquelle, lesquels, lesquelles.** **De** and **à** contract with **lequel**, etc.

#### § 66. THE RELATIVE PRONOUN : USE.

1. The relative pronoun **qui**, *who, which, that*, is used in reference to persons or things as the subject of the verb. As the object of any preposition, **qui**, *whom*, refers strictly to persons.

**Quatre hommes qui sont armés.**      Four armed men.

**Une raison qui est saine.**      An argument that is sane.

**Il ne sait pas à qui il parle.**      He doesn't know to whom he speaks.

2. The relative pronoun **que**, *whom, which, that*, is used in reference to persons or things as the object of the verb. Occasionally it is a predicative nominative. It is never the object of a preposition nor can it be omitted from the clause.

L'ami qu'il reconnut.	The friend that he recognized.
Le mot d'ordre qu'il désire.	The password (that) he desires.
Sot que je suis !	Fool that I am !

3. The relative pronoun **lequel**, *who, whom, which, which one*, is a stressed, variable form corresponding to **qui**, **que**<sup>1</sup> as subject or object of the verb or with preposition, in reference to persons or things. Because of its inflection, it is used in cases of ambiguity, referring to the first mentioned of two possible antecedents. It is commonly used with prepositions in reference to things.

Le filet de M. Morissot, lequel un soldat avait emporté.	Mr. Morissot's net, which an officer had brought away with him.
Le mot d'ordre, sans lequel ils ne pourraient rentrer.	The password, without which they would not be able to return.

4. The relative pronoun **dont**,<sup>2</sup> *whose, of whom, of which*, is used as a possessive in reference to persons or things.

Les problèmes dont ils parlent.	The problems of which they speak.
Les Prussiens, dont l'arrivée ne fut pas aperçue.	The Prussians, whose arrival was not noticed.

5. The invariable, neuter relative pronoun **quoi**, *which, what*, is used in reference to an indefinite antecedent as the

<sup>1</sup> **Lequel** replaces **dont**, *of whom, whose*, etc., when the relative is dependent upon a noun governed by a preposition, as : **L'officier, aux pieds duquel un soldat déposa le filet.** *The officer, at whose feet a soldier placed the net.*

<sup>2</sup> See preceding note.

object of a preposition. **De quoi** is replaced by **dont** when the antecedent is **ce**.

Il sait de quoi il s'agit.

He knows what it is a question of.

Ce dont il parle.

What he is talking about.

6. **Où**, *where, when*, and **d'où**, *whence*, as relative adverbs, may replace the preposition **dans** (**à**, **vers**, **sur**) plus a relative, in reference to time or place.

L'eau où ils disparurent.

The water in which they disappeared.

L'île où ils furent passés.

The island where they were taken.

La maison d'où ils sont venus.

The house from which they came.

Le jour où il est parti.

The day when he left.

## § 67. THE COMPOUND RELATIVE PRONOUN.

The demonstrative pronoun **ce** forms with **qui** as subject and **que** as object a compound relative pronoun with the meaning 'what' (= 'that which'), referring to no definite antecedent. Similarly, **celui**, etc., plus a relative pronoun expresses 'he who,' 'the one who,' etc. (cf. § 63, 1, 3).

Ils savent ce qu'il veut.

They know what he wants.

Ce qui est pire que cela.

What is worse than that.

Ceux qui les ont pris.

Those who captured them.

## § 68. THE RELATIVE PRONOUN: UNCLASSIFIED USAGES.

Advienne que (= *ce qui*)  
pourra.

Come what may.

N'importe quoi.

No matter what.

Il n'y a pas de quoi.

Don't mention it.

A l'heure qu'il est.

At the present time.

Un je ne sais quoi de noble.

An indefinable nobility.

## EXERCISE XII

A. (1) *Analyze the following cases of the relative pronoun and translate:* 1. Il s'arrêta net devant un confrère *qu'il* reconnut pour un ami (8). 2. Ils étaient troublés comme des gens à jeun *dont* le ventre est plein d'alcoöl (65). 3. M. Sauvage, *que* l'air tiède achevait de griser, s'arrêta (69). 4. Puis ils gagnèrent la villa *qu'occupait* le colonel Dumoulin (80). 5. Ils se trouvèrent au bord des petits champs de vigne *qui* descendent vers la Seine (85). 6. La grande plaine *qui* va jusqu'à Nanterre était vide (90). 7. Et une joie délicieuse les pénétrait, cette joie *qui* vous saisit quand on retrouve un plaisir aimé *dont* on est privé depuis longtemps (131). 8. Une sorte de géant velu, *qui* fumait une grande pipe de porcelaine, leur demanda : " Eh bien, messieurs, avez-vous fait bonne pêche ? " (194).

(2) *Supply either qui or que as the case demands, and translate:* 1. Le soleil rajeuni faisait flotter sur le fleuve tranquille cette petite buée — coule avec l'eau. 2. Et une sorte de terreur superstitieuse s'ajoutait à la haine — ils avaient pour ce peuple inconnu et victorieux. 3. Mais soudain un bruit — semblait venir de sous terre fit trembler le sol. 4. Et derrière la maison — ils avaient cru abandonnée, ils aperçurent une vingtaine de soldats allemands. 5. Alors un soldat déposa aux pieds de l'officier le filet plein de poissons, — il avait eu soin d'emporter. 6. Un rayon de soleil faisait briller le tas de poissons — s'agitaient encore.

B. (1) *Supply the correct form of the relative pronoun:* 1. L'île — ils cherchent est près de Colombes. 2. Le village — ils descendent s'appelle Colombes. 3. Ce — souriait le colonel, c'était leur demande. 4. L'homme — M. Sauvage fait la demande s'appelle Dumoulin. 5. L'officier leur demande — il faut dire pour passer les avant-postes. 6. — guettent l'ennemi, sont des espions. 7. Il faut avoir un mot d'ordre pour rentrer — ils sont venus. 8. On ne sait pas — il pensait à ce moment-là.

9. Le confrère de M. Sauvage, — est horloger de son état, est un autre pêcheur fanatique. 10. Ceux — ils avaient peur, les ont pris.

(2) *Formulate sentences of your own, using correctly the following relative pronouns: qui, dont, à qui, de qui, où, ce qui, auquel, que.*

(3) *Translate:* 1. The island, which was in front of them, hid them from the other bank. 2. The first fish that Mr. Sauvage caught was a gudgeon. 3. They raised their lines, at the end of which quivered a little silvery animal. 4. They put the fish into a net, the meshes of which were very close and which was soaking at their feet. 5. They felt a joy like that which one feels when he recovers a lost pleasure. 6. No one knows what they thought of or what they said to each other. 7. What is certain, is that they were ignorant of the rest of the world. 8. Suddenly they heard the sound of cannon that made the ground tremble. 9. Mr. Sauvage, whose Parisian chaffing appeared in spite of everything, said: "Let's offer them a fried fish!" 10. Above the bank on which they were sitting, they saw a cloud of smoke which Mont-Valérien had just (*venir de, past descriptive*) spit out.

(4) *Translate orally and rapidly:* 1. The one who replied. 2. Whose villa was near the outposts. 3. He whom they question (*questionner*) first. 4. The men, whose arguments were very sane. 5. The first [one] who caught a fish. 6. The colonel whose permission they asked. 7. The island where they used to go fishing. 8. What they were talking about. 9. Mr. Morissot, whose eyes were filled with tears. 10. He shoots those who fall into his hands.

C. (1) *Translate:* 1. They put the fish into a net soaking in the water at their feet. 2. They begin to feel a delicious joy. 3. They allow themselves to forget the rest of the world. 4. They ignore [the fact] that men are fighting all around them. 5. Suddenly, a jet of smoke from the summit of Mont-Valérien informs them of that. 6. The fortress

begins to breathe out milky vapors. 7. Time and again the detonations shake the ground. 8. "They (**on**) have begun to kill each other again," says Mr. Sauvage. 9. Morissot doesn't let his friend continue. 10. "As long as there are governments, they (**on**) will fight," he grumbles.

(2) *Form sentences of your own, using correctly:* 1. **se mettre à** (future). 2. **se battre** (past descriptive). 3. **mettre au courant de** (present perfect). 4. **permettre à qqn. de faire qqch.** (imperative). 5. **mettre** (present indicative).

**D. Review Composition.** (*Use the present perfect for past narration.*)

It was the 25th of January, 1871. From the heights of Mont-Valérien and those of Orgemont our hidden and all-powerful enemy was dropping a milky vapor of death upon that great plain that stretches (**aller**) to Nanterre. Nothing could enter Paris. We (**on**) were cooking sparrows; we were eating anything at all.

I remember that morning of all those that were to follow (it). I shall remember it as long as I live (*future*). It was the last time that I saw my old friend, Mr. Sauvage, he whose Parisian raillery amused so much (**tant**) those who knew him. He was a little, stout, jovial man, a fanatic fisherman, narrow-minded perhaps, but with sound judgment. As (**en**) national guardsmen, we were doing our best to make the Prussians pay dearly (**cher**) [for] their victories.

I was reading some new orders at Colonel Dumoulin's when Sauvage and another fisherman, Mr. Morissot, clock-maker by trade, entered. They were both very giddy, because of (**à cause de**) several absinthes they had drunk together.

"What do you want here, gentlemen?" I asked them, pretending not to recognize them.

Mr. Sauvage looked at me, smiling, and said: "Why! it's George! What we need, old chap (**mon cher**), is a pass in order to get through the outposts; we should like to go fishing. It's clear and mild. It is now nine o'clock; we could get there at ten. I am a good judge of weather; it

won't rain today, that's certain. Come (**allons**), give it to us, please."

"Well and good, my friend!" I replied, "but what road will you take?"

"The one to (**de**) Argenteuil," announced Mr. Morissot.

"But look here (**voyez-vous**), gentlemen, what's the use of trying to do what is impossible? We (**on**) don't allow our friends to kill themselves like that," I answered.

Morissot grumbled to himself. Mr. Sauvage smiled: "I thank you for your kindness, George, but it doesn't make any difference to me. I'm not afraid of those [fellows] up there!" Then he added: "Fishing! what fine recollections! What pleasure! That's worth more than the boulevards and the absinthes, eh!"

"Of course! If you like that! (use **plaire**)," I answered, "but you will get hurt if you go there, just the same. Pay attention to what I am telling you!" I began to read the dispatches.

However (**cependant**), the Colonel smiled at their request and consented to it, telling them to look out for the Prussians. They set out on the road that takes (**conduire**) you to Colombes. "They're done for!" I said to myself.

It was true.



## LESSON XIII

### THE VERB: AGREEMENT AND POSITION. REFLEXIVES. IMPERSONAL VERBS. THE PASSIVE

Irregular Verbs : vaincre, craindre (and others of the same type : cf. *Appendix A, III*). Idioms : se plaindre de, s'attendre à, se fâcher contre, se moquer de.

#### § 69. AGREEMENT OF VERB AND SUBJECT.

1. The verb agrees in person and number with the subject, as :

Est-ce vous qui l'avez fait ?

Are you the one who did it ?

Le village semblait mort.

The village seemed dead.

2. If the subject is a collective word, the agreement is commonly singular, unless the collective expression is followed by **de** plus a plural, when the agreement may be either singular or plural, with a tendency to use the plural. A plural partitive noun dependent upon an adverbial expression of quantity requires a plural verb, however.

Tout le monde le croit.

Every one believes it.

Le tas de poissons remuait  
encore.

The heap of fish was still  
stirring.

La plupart des hommes  
le font.

Most men do it.

3. With a compound subject, the verb is regularly plural. If the compound subject differs in person, it is commonly summarized by **nous** or **vous**, as the case demands.

M. Sauvage et lui sont des  
amis.

He and Mr. Sauvage are  
friends.

Vous et moi, nous sommes  
seuls.

You and I are alone.

4. Impersonal *il* requires a singular verb. *Ce* requires a plural verb when the predicate is plural.<sup>1</sup>

<i>Il est arrivé de telles choses !</i>	Such things have happened !
<i>C'est moi ; ce sont mes amis.</i>	It is I ; it is my friends.

## § 70. POSITION OF VERB AND SUBJECT.

As in English, the subject usually precedes the verb. However, in a direct question a subject pronoun follows the verb form and is joined to it by a hyphen.<sup>2</sup> If the subject of the direct question be a noun, or a possessive, demonstrative or indefinite pronoun, the subject is repeated by a conjunctive pronoun after the verb. Rhetorical inversions are not infrequent (cf. § 33).

<i>Avez-vous lu cette histoire ?</i>	Have you read this story ?
<i>Les poissons, sont-ils vivants ?</i>	Are the fish alive ?
<i>Celui-là, est-il à vous ?</i>	Is that one yours ?
<i>"C'est la vie," déclara-t-il.</i>	"That's the life," he declared.
<i>Dites-moi où sont vos parents.</i>	Tell me where your relatives are.

## § 71. THE REFLEXIVE VERB.

In reflexive usage, the verb is conjugated with *être* as auxiliary in the compound tenses. The agreement of the participle is usually with the reflexive object pronoun (cf. § 81, 2). (For the forms and position of the reflexive pronoun, see § 32.) The reflexive verb occurs (a) as a passive (cf. § 73, 3) when the agent is not stated, (b) as an intransi-

<sup>1</sup> Note, however : *Est-ce eux ? Is it they ? C'est nous (vous), It is we (you).*

<sup>2</sup> If the verb-form ends in a vowel in the third person singular, *-t-* is inserted between verb and pronoun, thus : *A-t-il parlé ? Did he speak ?*

tive, and (c) as a transitive, when followed by a preposition (cf. § 36).

Une terreur s'ajoutait à leur haine.	A terror was added to their hatred.
Elle s'est arrêtée net.	She stopped short.
Je m'attendais à cela.	I was expecting that.

## § 72. IMPERSONAL VERBS.

1. Verbs denoting time and weather are impersonal. Impersonal verbs occur only in the third person singular, with the pronoun *il* as subject (cf. § 37).

Il est deux heures et demie.	It is half-past two.
Il a plu et il tonne encore.	It has rained and it is still thundering.

2. The verb *avoir* is used impersonally with *y* to denote mere existence and in a few locutions, as :

Il y a une maison dans l'île.	There is a house on the island.
Il y a deux heures.	Two hours ago.
Y aura-t-il une guerre?	Will there be a war?
Combien y a-t-il d'ici à Paris?	How far is it to Paris?

3. The verb *falloir* occurs in the sense of 'be necessary,' 'must' (cf. *devoir*, § 83, 3), 'have to,' 'be obliged to,' 'need,' 'lack,' etc.

Il faut traverser des champs.	Some fields must be crossed.
Il nous fallait marcher vite.	We had to walk fast.
Il lui faut du courage.	He lacks courage.

4. Many verbs change in meaning when used impersonally, as :

Il s'agit de rester fidèle.	It is a matter of remaining faithful.
Il vaut mieux venir à l'heure.	It is better to come on time.
Il lui vint une idée.	An idea occurred to him.

## § 73. THE PASSIVE.

1. The passive is regularly expressed by **être** and the past participle, which is in agreement with the subject of the verb (cf. § 80, 2).<sup>1</sup>

Ils furent jetés dans une  
barque.

They were thrown into a  
boat.

Ils ont été fusillés.

They were shot.

2. The agency (person or thing performing the action) is usually expressed by **par**, *by*. If the action is not the result of a definite, special, or unusual cause, but represents a condition, the agency is expressed by **de**, *by*.

Il a été pris par l'ennemi.

He was captured by the  
enemy.

Il était aimé de ses amis.

He was liked by his  
friends.

3. If the agent is not mentioned, or in the case of a French intransitive verb, the passive is replaced either by (a) an active verb with the subject pronoun **on** (cf. § 34) or (b) a reflexive construction in the active (cf. § 36 and § 71).

On aperçut quatre hommes.

Four men were seen.

Ici on parle anglais.

English is spoken here.

Il se trouve partout.

It is found everywhere.

4. An active infinitive dependent upon **voir**, **entendre**, **faire** and **laisser** may have an apparently passive value, as :

On le voit faire tous les jours.

One sees it done daily.

Faites-le écrire tout de suite.

Have it written at once.

## EXERCISE XIII

A. (1) *Analyze the following cases of reflexive usage, and translate:* 1. Les moineaux se faisaient bien rares sur les toits (1). 2. Il se mettait à pêcher (16). 3. Ils s'enten-

<sup>1</sup> **été** is invariable.

daient admirablement sans rien dire (25). 4. Ils se remirent à se promener sur les trottoirs (59). 5. Morissot s'arrêta soudain (61). 6. Ils se séparèrent pour prendre leurs instruments (78). 7. Mais ils hésitaient à s'aventurer dans la campagne (107). 8. Mais il s'agit d'autre chose (201). 9. Écoutez-moi et ne vous troublez pas (201). 10. Un rayon de soleil faisait briller le tas de poissons qui s'agitaient encore (245).

(2) *In Deux Amis, lines 188-285, cite and translate 10 cases of a verb in the reflexive construction. Two cases of the passive.*

B. (1) *Change the following statements into the passive:* 1. Une colère d'homme paisible saisit M. Morissot. 2. M. Sauvage l'arrêta. 3. Ils débrouillèrent les grands problèmes politiques. 4. Quatre grands hommes armés et barbus les saisissent. 5. Un soldat déposa aux pieds de l'officier le filet plein de poissons. 6. L'officier les fusillera, s'ils ne lui donnent pas le mot d'ordre.

(2) *Formulate passive statements with on or se concerning the following nouns: les poissons, leurs pieds, Mont-Valérien, les deux corps, le filet aux goujons, le mot d'ordre.*

(3) *Formulate a statement using the following impersonal verbs: y avoir, faire (weather), pleuvoir, s'agir de, valoir mieux, être (time), falloir.*

(4) *Supply either par or de as the case demands:* 1. Paris était bloqué — les Allemands. 2. Le premier poisson fut pris — M. Sauvage. 3. M. Morissot était compris admirablement — son ami. 4. L'officier est toujours obéi — ses soldats. 5. Cet ennemi invisible fut craint — tout le monde. 6. Rien ne fut entendu — M. Morissot. 7. Ils furent tués — les soldats.

(5) *Translate:* 1. He had been walking sadly along the outer boulevard. 2. An old acquaintance had stopped in front of him. 3. He had scarcely recognized Mr. Sauvage. 4. The latter and he had taken a liking for each other. 5. It was a matter of having similar tastes. 6. They had

shaken hands. 7. They had begun to walk side by side. 8. "What fishing!" Morissot had said. 9. "We must go back there," Mr. Sauvage had replied. 10. The weather was very mild. 11. It was decided that they should ask their colonel for a pass. 12. They had separated to get their tackle (instruments) and then they had met each other at a café. 13. They had set out on the road to Colombes. 14. It had been necessary to go cautiously. 15. They had been intimidated by all this silence. 16. Morissot had let himself be convinced that there were no soldiers in the neighborhood. 17. They thought themselves alone. 18. They had begun to fish opposite the little island. 19. A cannon shot had been heard from the summit of Mont-Valérien. 20. No attention had been paid to it. 21. They were reassured.

(6) *Translate orally and rapidly:* 1. I have heard it said. 2. Don't let it be known. 3. They have separated. 4. Don't worry. 5. We shall have to go tomorrow. 6. They were seized three weeks ago. 7. They were taken to an island by the four soldiers. 8. The house was thought abandoned. 9. The lines begin to go downstream. 10. It is necessary to shoot spies. 11. It is Colonel Dumoulin and his friends. 12. Every one regrets their death. 13. The officer is not told the password. 14. Their fish will be fried. 15. "You and I like the same things," he said.

C. (1) *Translate:* 1. There comes another jet of smoke from the fortress. 2. Mr. Morissot, who is a peaceful man, becomes angry at these madmen fighting (*relative clause*) thus. 3. Mr. Sauvage complains about the Republic. 4. With the Republic, there wouldn't have been any war! 5. Mr. Morissot makes fun of him. 6. "War on the inside or war on the outside, what difference does that make to us?" he replies, laughing. 7. They begin to argue quietly. 8. They agree on this point; anything at all may be expected as long as there are (*future*) governments. 9. A white aigrette joins (*se joindre à*) the milky clouds above them.

10. The mist of smoke reaches the horizon. 11. The two fishermen are not afraid of it. 12. It is to be expected !  
13. Why complain about what happens in war !

(2) *Conjuguez*: 1. **éteindre le feu** (au présent de l'indicatif et à l'impératif). 2. **se plaindre de ses amis** (présent du parfait). 3. **se fâcher contre** — (interrogativement, au présent de l'indicatif, en remplaçant le tiret par un pronom disjonctif convenable). 4. **s'attendre à** — **voir bientôt** (au présent de l'indicatif, en remplaçant le tiret par un pronom conjonctif convenable).

**D.** *Faites 10 questions à un autre élève au sujet de Deux Amis, lignes 46-78, en vous servant des pronoms et des adjectifs interrogatifs.*

**E.** *Sujet de composition*: **M. Morissot fait la rencontre de M. Sauvage.** Sous forme de dialogue, au moins en partie, donnez des détails sur les souvenirs de pêche, les regrets et les désirs des deux amis, en développant les faits, s'il bon vous semble. Au moyen du dialogue on devrait expliquer les événements jusqu'à la sortie de Paris des deux hommes.



## LESSON XIV

### THE INFINITIVE. THE PARTICIPLES.

Irregular Verbs : rire, conclure, résoudre. Idioms : demander qqch. à qqn., demander à qqn. de faire qqch., finir par, jouer à, jouer de, penser à, penser de, manquer de.

#### § 74. THE INFINITIVE AS A NOUN.

The infinitive may be used as the subject or object of a verb or with a preposition. So used, it is often equivalent to an English *-ing* form (gerund) (cf. § 80).

Vouloir c'est pouvoir.  
Il est sorti sans parler.

To will is to be able.  
He left without speaking.

#### § 75. THE INFINITIVE WITHOUT PREPOSITION.

The infinitive is used without preposition (*a*) as subject of a verb, (*b*) as object of a few verbs, and (*c*) as the complement of modal auxiliaries (cf. § 83), verbs of motion and verbs expressing willing, wishing, desiring, thinking, saying, perceiving, etc.<sup>1</sup>

Être content est un désir  
commun.  
Osez-vous y aller ?  
Peut-il entendre sa voix ?  
J'ai pensé le voir.

To be satisfied is a common  
desire.  
Do you dare to go there ?  
Can he hear his voice ?  
I thought I saw him.

<sup>1</sup> The following common verbs are regularly followed by an infinitive without preposition : aimer mieux, aller, croire, désirer, devoir, écouter, entendre, envoyer, espérer, faire, falloir, laisser, oser, pouvoir, préférer, prétendre, regarder, revenir, savoir, sembler, sentir, valoir mieux, venir, voir, vouloir.

## § 76. THE INFINITIVE WITH A.

The infinitive is used with the preposition *à* (*a*) as the object of a few verbs, (*b*) as complement of a few adjectives<sup>1</sup> and nouns, (*c*) in forming adjectival and adverbial phrases, and (*d*) as the complement of many verbs to denote *tendency, aim, and direction*.<sup>2</sup>

Il n'a pas appris à lire.	He has not learned to read.
Cela n'est pas bon à manger.	That is not good to eat.
La salle à manger. Maison à louer.	The dining room. House to rent.
A dire vrai, il est inquiet.	To tell the truth, he is uneasy.
Ils se mirent à pêcher.	They began to fish.

## § 77. THE INFINITIVE WITH DE.

The infinitive is used with the preposition *de* (*a*) as logical subject of an impersonal verb, (*b*) as complement of most nouns and adjectives<sup>3</sup> (cf. § 76, note 2), and (*c*) as the complement of most verbs denoting *source or cessation of action*<sup>4</sup> (cf. § 76, note 1). In general practice, *de* is perhaps the

<sup>1</sup> Some common adjectives governing an infinitive with *à* are : *bon, difficile, facile, léger, lent, lourd, dernier, mauvais, prêt, prompt, seul, unique*, and ordinal numbers.

<sup>2</sup> The following common verbs are regularly followed by the infinitive with *à* : *aider, s'amuser, apprendre, chercher, commencer, consentir, consister, continuer, se décider, encourager, enseigner, s'habituer, s'intéresser, inviter, se mettre, persister, se préparer, renoncer, réussir, songer, travailler, se vouer*.

<sup>3</sup> As a general rule, an infinitive depending upon a noun or adjective is governed by *de* unless it can be made passive without detriment to the sense, as : *Il est facile de faire cela, It is easy to do that*, but *C'est facile à faire, That is easy to do (= to be done)*.

<sup>4</sup> The following common verbs are regularly followed by the infinitive with *de* : *accuser, achever, blâmer, cesser, commander, conseiller, craindre, défendre, demander, empêcher, essayer, éviter, inspirer, se hâter, menacer, mériter, négliger, offrir, ordonner, parler, permettre, prier, proposer, refuser, regretter, remercier, reprocher, résoudre, se souvenir, tâcher, suggérer, se vanter*.

usual preposition governing an infinitive after nouns, adjectives, and verbs.

Il est nécessaire de faire cela.	It is necessary to do that.
Il a la faculté de résister à cela.	It has the faculty of resisting it.
Il est drôle de l'entendre.	It is funny to hear him.
Ils ont cessé de rire.	They stopped laughing.

### § 78. THE INFINITIVE WITH **A** OR **DE**.

After many verbs idiomatic shades of meaning are conveyed by the use of either **à** or **de** before a dependent infinitive. Such distinctions must be learned through observation and practice.

Je m'occupe à écrire.	I am busy writing.
Je m'occupe de le voir.	I am intent upon seeing him.
S'il vient à vous le dire.	If he happens to tell it to you.
Il vient de vous le dire.	He has just told it to you.

### § 79. THE INFINITIVE WITH **POUR**, **APRÈS**, **SANS**, **PAR**.

The infinitive with **pour** expresses *purpose* (occasionally *result*). **Après**, *after*, requires the perfect infinitive. **Sans** plus an infinitive is equivalent to 'without' plus an *-ing* form (gerund). **Par** plus an infinitive after **achever**, **commencer**, **débuter**, **finir** is equivalent to 'by' plus a gerund.

On mange pour vivre.	We eat in order to live.
Après avoir mangé, il s'enfuit.	After eating, he fled.
Peut-on vivre sans manger ?	Can one live without eating?
Il a commencé par manger le goujon.	He began by eating the gudgeon.

### § 80. THE PRESENT PARTICIPLE.

1. The present participle is used without the preposition **en** (*a*) like an English participle, to denote manner, cause,

or accompanying action, and (b) as an adjective, indicating condition or quality.

**Cherchant toujours, il me  
regarda.**

**Une brise caressante.**

Still searching, he looked  
at me.

A caressing breeze.

2. Governed by **en**, *in*, *at*, *on*, *during*, *while*, the present participle is equivalent to the English gerund, denoting time, manner, and means.<sup>1</sup>

**Il répondit en riant.**

**En tournant la tête, il les vit.**

He replied (in a) laughing  
(manner).

(On) turning his head, he  
saw them.

### § 81. THE PAST PARTICIPLE.

1. The past participle is used (a) alone with the force of an adjective, (b) with the auxiliary verb **avoir** to form the compound tenses of all transitive and most intransitive verbs, and (c) with the auxiliary verb **être** to form the passive (cf. § 73), and the compound tenses of all reflexive verbs (cf. § 71) and certain intransitive verbs of motion (cf. § 82).

**Paris était bloqué.**

**Il l'a reconnu pour un ami.**

**Ils ont été saisis.**

**Il s'est remis à pêcher.**

**Ils sont venus hier.**

Paris was blockaded.

He recognized him as a  
friend.

They were seized.

He began again to fish.

They came yesterday.

2. The past participle, used as an adjective, agrees with the word modified in gender and number. For its position, see § 20, 2. Used with **avoir**, the past participle agrees with a *preceding, direct object* only. Used with **être**, it agrees with the *subject*, except in the case of reflexive verbs, when it agrees as with **avoir**, *i.e.* a preceding direct object (cf. § 71). In

<sup>1</sup> The present participle with **en** (gerund) refers to the subject of the sentence only and always qualifies a verb.

reflexive constructions the direct object of a compound tense form is usually, but not necessarily, the reflexive object pronoun.

La petite maison semblait délaisseée.	The little house seemed de- serted.
Où est l'ablette qu'il a prise ?	Where is the whitebait he caught ?
Ils sont allés vers Colombes.	They went toward Colombes.
La fumée s'est levée vite.	The smoke rose quickly.
	<i>but</i>
Elle s'est cassé le bras.	She broke her arm.

## EXERCISE XIV

**A.** (1) *Explain the use of the infinitive with or without preposition in the following cases:* 1. Il se mettait à pêcher (16). 2. Ils s'entendaient admirablement sans rien dire (25). 3. Quand le soleil rajeuni faisait flotter sur le fleuve tranquille cette petite buée (28). 4. Et cela leur suffisait pour se comprendre et s'estimer (34). 5. Ils se serrèrent les mains énergiquement, tout émus de se retrouver en des circonstances si différentes (46). 6. M. Sauvage, que l'air tiède achevait de griser, s'arrêta (69). 7. On nous laissera passer facilement (76). 8. Hein ! si nous allions en rencontrer ! (102). 9. Une bande de terre nue restait à traverser pour gagner le bord du fleuve (114). 10. Mais soudain un bruit sourd qui semblait venir de sous terre fit trembler le sol (137).

(2) *Cite 10 cases, similar to those in the preceding exercise, to be found in Deux Amis, lines 151-286. Give line reference with the quotation.*

(3) *Analyze the use and agreement of the present or the past participle, as the case may be:* 1. La République n'aurait pas déclaré la guerre (162). 2. "Dites plutôt que c'est la mort," reprit en riant Morissot (179). 3. En quelques

secondes, ils furent *saisis, attachés, emportés, jetés* dans une barque et *passés* dans l'île (190). 4. Et derrière la maison qu'ils avaient *cru abandonnée*, ils aperçurent une vingtaine de soldats allemands (192). 5. Vous êtes *tombés* entre mes mains (206). 6. Les corps, un instant *balancés* avec force, furent *lancés* au loin (268). 7. Et le Prussien, lui *jetant* la pêche des deux *fusillés*, commanda : " Fais-moi frire tout de suite ces petits animaux-là pendant qu'ils sont encore *vivants* (282)". 8. Paris était *bloqué, affamé* et *râlant* (1). 9. A l'automne . . . quand le ciel . . . devait les arbres *roussis* déjà, *frémissements* d'un frisson d'hiver (36). 10. Une brise *caressante* leur chatouillait le visage (67).

(4) *Analyze each infinitive, present participle, and past participle in Deux Amis, lines 104-117 and 181-187.*

B. (1) *Supply the correct preposition or omit, as the case demands, and translate:* 1. Le canon se remettait — tonner. 2. Il portait au front une buée de poudre qu'il venait — cracher. 3. Morissot regardait — plonger la plume de son flotteur. 4. Faut-il — être stupide — se tuer comme ça. 5. Il déposa le filet, qu'il avait eu soin — emporter. 6. Vous êtes deux espions envoyés — me guetter. 7. Vous avez assurément un mot d'ordre — rentrer. 8. Ils demeuraient — ouvrir la bouche. 9. Vous devez — avoir des parents. 10. Douze hommes vinrent — se placer à vingt pas. 11. J'aurai l'air — m'attendrir. 12. Le Mont-Valérien ne cessait pas — gronder.

(2) *Supply the correct form of the past participle of the verb in parentheses:* 1. C'était une connaissance qu'il avait (faire) — au bord de l'eau. 2. A peine (arriver) — en ce lieu, ils se mettaient à pêcher. 3. En certains jours, ils n'ont pas (parler) —. 4. Ils se sont (entendre) — admirablement. 5. Ils se sont (serrer) — les mains. 6. Ils y sont (retourner) —. 7. Ils ont (boire) — une absinthe qui les a (étourdir) — un peu. 8. Ils ont (gagner) — la villa. 9. La plaine était (dominer) —

par des hauteurs. 10. Les Prussiens ont (être) — là-haut.

(3) *Change the tense of the verb in the following sentences to the present perfect:* 1. Une bande de terre nue restait à traverser. 2. Une sorte de terreur s'ajoutait à la haine qu'ils avaient pour ce peuple inconnu. 3. Il n'entendit rien. 4. Ils se mirent à pêcher. 5. Ils levaient leurs lignes. 6. Quelle joie retrouve-t-on? 7. L'île Marante est abandonnée. 8. Un second jet de fumée partit du sommet de la forteresse. 9. Morissot tourna la tête. 10. L'eau se calma tandis que de toutes petites vagues s'en venaient jusqu'aux rives.

(4) *Translate, using the present perfect for narration:* 1. They were hidden from the other bank by Marante island. 2. Morissot had just caught a little fish, which he had carefully placed in a net pocket. 3. He was watching his float bob (**plonger**). 4. He was thinking how stupid it was (**comme il était stupide**) to fight like that. 5. They were beginning to discuss this problem when Mont-Valérien began to make the ground shake again. 6. Demolishing houses, crushing beings and putting an end to dreams and happiness, that is war! 7. Suddenly, they heard someone walk behind them. 8. Turning their heads, they perceived four armed men aiming at them. 9. They were seized and conveyed (**passer**) to the island. 10. Frightened and bound, they were taken before an officer. 11. The Prussian began by saying, "Well, have you had good luck (**faire bonne pêche**)?" 12. They looked at each other, but they said nothing (**se taire**).

C. *Translate:* 1. Having heard someone walk behind them, they turned their heads. 2. They saw four armed Prussians, watching them. 3. Dropping their lines, they stood up (**se lever**). 4. In a moment they were seized, bound and taken to the island, where they were brought before an officer. 5. He looked at them without speaking and then he sent a soldier for the net full of fish. 6. When the officer saw the whitebait that they had caught, he



laughed. 7. "Are these yours?" he asked. "You must have had good luck!" 8. But, gentlemen, it is not a question of fishing. I mean that it is useless for you to pretend to be fishing. 9. You were busy spying upon me, of course. 10. Well, you have fallen into my hands! Fine! 11. It would be easy to send for my soldiers and have you shot at once. 12. We are not playing at war! You must pay for your pleasures!" 13. He was no longer laughing. 14. He continued, "You must have a password in order to return. 15. If you will (*vouloir*) do what I ask of you, I shall not fail to let you go back (*retourner*). 16. Give me that password." 17. After hesitating a moment, he added, "Think of your relatives. 18. You will not need to inform anyone of what I have asked you to do. 19. If you refuse, I shall conclude this matter (*affaire*, f.) by having you shot. What do you think of it?" 20. They did not open their mouths.

**D.** *Faites des questions en vous servant des locutions assignées pour cette leçon; puis faites-y des réponses.*

**E.** *Sujet de composition: Une partie de pêche.* Décrivez une partie de pêche à laquelle vous avez participé vous-même. Donnez des détails sur la manière dont vous êtes arrivé au lieu de pêche, l'aspect du paysage, vos compagnons, votre succès comme pêcheur et d'autres événements. Il faut employer comme temps passé dans votre narration le présent du parfait.

## LESSON XV

### AUXILIARY VERBS. THE TENSES OF THE INDICATIVE

Irregular Verbs : **tenir, venir, acquérir.** Idioms : **tenir à, s'en tenir à, venir à, venir de, devenir, se souvenir de.**

#### § 82. INTRANSITIVE VERBS WITH ÊTRE.

The following intransitive verbs denoting motion and change of condition form their compound tenses with **être** : **aller, venir ; monter,<sup>1</sup> descendre ;<sup>1</sup> entrer,<sup>1</sup> sortir ;<sup>1</sup> arriver, partir ; rester, tomber ; naître, mourir ; retourner.<sup>1</sup>** The past participle agrees with the subject of the verb (cf. § 81).

Il est allé le voir.

He went to see it.

Elle est née le 11 mars 1879.

She was born March 11,  
1879.

#### § 83. MODAL AUXILIARIES.

1. **Vouloir** is used to express desire or volition (cf. § 75), as :

Voulez-vous nous accom-  
pagner ?

Will you go with us ?

Il ne voulait pas me parler.

He would not speak to me.

2. **Pouvoir** expresses *physical* ability and permission (cf. § 75), as :

Ils auraient pu le lui  
donner.

They could have given it to  
him.

Est-ce que je pourrais  
venir ?

Might I come ?

<sup>1</sup> Conjugated with **avoir** when used transitively.

3. **Devoir** expresses necessity or obligation, *moral* rather than physical, the force of which varies in different tenses (cf. § 75), as :

<i>Present:</i> Je dois rester ici.	I am to (must) stay here.
<i>Past Desc.:</i> Je devais aller.	I was to (had to, etc.) go.
<i>Future:</i> Je devrai lui écrire.	I shall have to write to him.
<i>Past Future:</i> Je devrais le lire.	I ought to (should) read it.
<i>Pres. Perf.:</i> J'ai dû partir.	I have had to leave.
<i>Past Absolute:</i> Je dus l'offrir.	I had to offer it.
<i>Past Future Perf.:</i> J'aurais dû parler.	I ought to have (should have) spoken.

4. **Savoir** expresses *mental* ability and capacity (cf. § 75), as :

Sait-il faire cela ?	Can he do that ?
Il ne sait pas parler français.	He can't speak French.

#### § 84. FAIRE IN VERB PHRASES.

The verb **faire** is commonly used in a causative sense, equivalent to 'make, cause to, cause to be, have, get, order, order to be,' plus an infinitive without preposition (cf. § 75). The force of the infinitive is sometimes passive (cf. § 73, 4). The subject of the dependent infinitive follows it, if a noun ; if a pronoun, the pronoun precedes or follows **faire**, as the case demands.<sup>1</sup>

Il les a fait frire.	He had them fried.
Faites-les frire.	Have them fried (= Fry them).
Il fait venir le soldat.	He has the soldier come.

#### § 85. THE PRESENT INDICATIVE.

1. The present indicative, besides denoting what is happening at the present moment, may refer to future action

<sup>1</sup> Should the governed infinitive have both a subject and a direct object, the subject is made the object of the preposition *à*, thus : Je fais étudier la leçon à mes enfants, I have my children study the lesson ; Je la leur fais étudier, I have them study it.

(a) in familiar style and (b) after *si, if*, in conditional sentences.

Ils s'en vont demain.

They are going away tomorrow.

Nous irons, s'il le veut.

We shall go, if he wishes.

2. The present indicative is used instead of a past tense (a) in vivid narration and (b) after *il y a . . . que, depuis, depuis . . . que, voici (voilà) . . . que*, *for*, to denote past action that is still going on, *i.e.* action begun in the past and still continuing, as :

A cet instant, une fée arrive.

At that moment a fairy arrived.

Il pêche depuis le matin.

He has been fishing since morning.

or

Il y a une heure qu'il pêche.

He has been fishing for an hour.

## § 86. THE PAST DESCRIPTIVE.

1. The past descriptive tense is, as the name implies, a past tense used in *description*, mainly. It may denote (a) habitual action, (b) action in progress at the time of another action, and (c) the condition of persons or things as they appeared in the past. In expressing habitual action it is equivalent to English 'used to,' 'would . . .,' 'be accustomed to . . .' plus an infinitive.

Chaque dimanche il y rencontrait M. Sauvage.

Each Sunday he used to meet Mr. Sauvage there.

Un bruit qui semblait venir de sous terre fit trembler le sol.

A sound that seemed to come from underground made the earth tremble.

Ils étaient bien seuls.

They were quite alone.

2. The past descriptive is used (a) instead of the past future after *si, if*, in conditional sentences and (b) instead of a past perfect after *il y avait . . . que, depuis, depuis . . . que*,

**voici (voilà) . . . que**, *for*, to denote what had happened and still continued to happen up to an indicated past time (cf. § 85, 2).

S'il le voulait, je le ferais.	If he wished (should wish), I should do it.
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Nous y étions depuis cinq heures.	We had been there five hours.
	<i>or</i>

Il y avait cinq heures que nous y étions.	We had been there for five hours.
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### § 87. THE PAST ABSOLUTE.

The past absolute is strictly a *narrative* tense, little used in conversation or informal writing, but reserved for formal, literary style to denote a single past event or series of events, viewed as a completed whole. It is employed therefore in furthering the plot in fiction and as the narrative past tense of scientific and historical writings.

"C'est la vie," déclara M. Sauvage.	"That's life," said Mr. Sauvage.
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Le Grec cria ; c'était son droit.	The Greek complained; it was his right.
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### § 88. THE PRESENT PERFECT.

The present perfect tense is strictly a *narrative* tense, corresponding to the past absolute, which it usually replaces in familiar style, written or spoken (cf. § 87). It is the narrative tense of conversation, letter-writing, etc., denoting completed action, usually remote or without reference to any specified past time.

Vous êtes sortis par les avant-postes.	You came past the outposts.
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Nous ne l'avons pas entendu.	We haven't heard it.
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## EXERCISE XV

A. (1) *Explain the tense usage in the following cases:*

1. Chaque dimanche, avant la guerre, Morissot partait dès l'aurore (11). 2. En certains jours, ils ne parlaient pas (24). 3. Ils se serrèrent les mains énergiquement (46). 4. Le ciel était, en effet, tout bleu et plein de lumière (52). 5. Ils entrèrent dans un petit café et burent ensemble une absinthe (58). 6. Il faisait doux (66). 7. C'est dit. J'en suis (77). 8. Si on y allait? (70). 9. En face, le village d'Argenteuil semblait mort (88). 10. Ils les sentaient là depuis des mois, autour de Paris (97). 11. Hein, si nous allions en rencontrer? (102). 12. Il n'entendit rien (119). 13. Ils étaient bien seuls, tout seuls (120). 14. Le canon se remettait à tonner (138). 15. Eh bien, messieurs, avez-vous fait bonne pêche? (196).

(2) *Explain the use of the present indicative, past descriptive and past absolute tenses in Deux Amis, lines 200-217, 222-232, 272-282.*

B. (1) *Change the tense of the verb in the following sentences to the present perfect, with attention to the agreement of the past participle:* 1. Puis il revint vers la maison. 2. Ils revinrent avec des pierres qu'ils attachèrent aux pieds des deux morts. 3. Je vous donne une minute. 4. M. Morissot ne répondit rien à la question que lui posa l'officier. 5. Il se mit à commander. 6. Vous rentrerez paisiblement. 7. Un second jet de fumée partit du sommet. 8. Ils descendirent dans un champ de vigne. 9. Nous y retournerons. 10. Ils arrivent en ce lieu de leurs rêves.

(2) *Supply a suitable form of the verb in parentheses and translate:* 1. Il dit qu'il ne (vouloir) — pas aller. 2. (faire) — apporter le filet de goujons. 3. On (faire) — venir des soldats. 4. S'ils lui avaient donné le mot d'ordre, ils (pouvoir) — retourner à Paris. 5. Ils (savoir) — débrouiller les grands problèmes politiques. 6. On (devoir) — les fusiller dans cinq minutes. 7. Ils (devoir)

—— avoir des parents. 8. Ils (devoir) —— rester dans la ville, car les Prussiens étaient sur les hauteurs autour de Paris. 9. Ils (pouvoir) —— voir les poissons qui s'agitaient encore. 10. On ne (devoir) —— pas laisser la vie aux espions.

(3) *Translate*: 1. They could not have escaped. 2. They were watching their floats when they heard someone step behind them. 3. Of course, they ought not to have left the city. 4. No one had made them come there. 5. In war, one should act cautiously. 6. They used to go fishing every Sunday before the war. 7. They were hungry and it was pleasant weather. 8. If they were to tell the password, they would be able to return. 9. Morissot was not willing to do it. 10. Sauvage could have told it and no one would have known. 11. The officer thought that he could make Sauvage give it to him. 12. He talked in vain ; they would not open their mouths. 13. " You are to be shot in five minutes," he said, " if you refuse." 14. " If you should give it to me, no one would ever know," he continued. 15. He couldn't get them to answer. 16. They must have had regrets. 17. It couldn't have been going badly, for they had a net full of fish. 18. They had been fishing several hours when they were seized. 19. As they looked at the fish, the sun made them glisten. 20. Their eyes filled with tears.

(4) *Translate orally and rapidly*: 1. Have them carried to the island. 2. We have been fishing for several minutes. 3. Who could have done that? 4. Will you have these fish fried? 5. I used to walk along the outer boulevard. 6. They were to return at once. 7. How long (*depuis quand*) had you been crouching in the reeds? 8. Have him go with you. 9. We should not grumble. 10. If he says nothing, he will be shot. 11. Can the Prussian speak French? 12. You will have to ask him for a pass.

C. (1) *Translate*: 1. What would become of them? 2. Morissot remembered what Mr. Sauvage had said.



3. Would the latter be able to keep his Parisian raillery to the end? 4. He might offer a fried fish to the Prussian. 5. But it wouldn't be worth while to do it. 6. What the officer had just said was certainly true. 7. One must pay for one's pleasures. 8. And, since it happened to be war, they were to pay for them with their lives. 9. A weakness was taking possession of him. 10. The Prussian was anxious to obtain the password. 11. He would be satisfied with that. 12. They would be able to regain the city. 13. He could rely on the silence of his friend. 14. No one would be able to learn what had happened. 15. Should he save his friend's life by telling the password? 16. The thought made him shake with a nervous trembling. 17. Ah ! no ! it could not be done (*use on*)! 18. One owed something to one's country (*patrie, f.*).

(2) *Faites des phrases en vous servant de:* 1. **venir de** (au passé descriptif). 2. **tenir à** (au futur). 3. **se souvenir de** (au présent du parfait). 4. **venir à** (au présent de l'indicatif). 5. **s'en tenir à** (au futur du passé). 6. **acquérir** (au présent du parfait).

**D. Questionnaire:** 1. Que veut dire : ' Vous faisiez semblant de pêcher ' ? 2. Pourquoi pourraient-ils faire cela ? 3. Pourquoi doivent-ils avoir un laissez passer ? 4. Que veut dire l'expression ' je vous fais grâce ' ? 5. Quel secret disparaîtrait avec eux ? 6. S'ils refusent de faire ce qu'on leur demande, que deviendront-ils ? 7. Dans un cas pareil, qu'est-ce que vous auriez fait ? 8. Pourquoi l'officier change-t-il sa chaise de place ? 9. Que dit-il à voix basse à chacun des Français ? 10. Pourquoi M. Sauvage ne saurait-il pas ce que ferait M. Morissot ?

**E. Sujet de composition:** **Prisonniers de guerre** — Décrivez ce qui est arrivé à M. Morissot et à M. Sauvage depuis leur arrivée au lieu de pêche jusqu'au moment de leur mort. Vous êtes prié de ne pas regarder le texte de l'histoire et de faire appel uniquement à votre mémoire.

## LESSON XVI

### THE TENSES OF THE INDICATIVE (*Continued*). PREPOSITIONAL USAGE

Irregular Verbs : **mourir**, **dormir** (and others of the same type : cf. *Appendix A, III*). Idioms : **servir à**, **se servir de**, **se passer de**, **se tirer de**.

#### § 89. THE FUTURE.

The future tense denotes what will happen, as in English. After **quand**, **lorsque**, *when*, **comme**, *as*, **tant que**, *as long as*, referring to future time, it replaces the English use of the present tense. In addition, it is sometimes used to express probability or supposition, particularly as a future perfect.

Il reviendra sans doute.	He will return, no doubt.
Quand vous serez vieux.	When you are old.
Tant que battra mon cœur.	As long as my heart beats.
Il fera comme il lui plaira.	He will do as he pleases.
Ce sera son frère.	It must be his brother.

#### § 90. THE PAST FUTURE.

1. The past future is used as in English to denote the result in a conditional statement (cf. § 86, 2) and to express future action now past in indirect discourse or when the narrative is in past time. Note that it does not occur in the condition, or *si*, *if*, clause, and that the condition may be sometimes implied and not expressed.

S'il refusait, on le fusillerait.	If he should refuse, he would be shot.
Il dit qu'il le garderait.	He said that he would keep it.
Vous seriez content, n'est-ce pas ?	You would be satisfied, wouldn't you ?

2. The past future often replaces a present tense in requests, statements, and questions, as a deferential expression.

<b>Je voudrais bien y aller moi-même.</b>	I should like to go myself.
<b>Pourriez-vous faire cela?</b>	Could (can) you do that?
<b>Il ne saurait pas le lui dire.</b>	He wouldn't be able to tell it to him.

3. The past future also occurs in hypothetical statements (cf. § 89).

<b>Seraient-ils nos amis?</b>	Could they be our friends?
<b>Celui qui ferait cela, serait bien fort.</b>	One who might do that would be very strong.

## § 91. THE IMPERATIVE.

The imperative is used as in English. It is sometimes replaced by an infinitive in general orders. Note that the imperative of **aller**, **voir**, and **tenir** has sometimes the force of an exclamation, with idiomatic distinctions more or less determined by the situation involved.

<b>Regardons ce livre un moment.</b>	Let us look at this book a moment.
<b>Fermez cette porte-là.</b>	Close that door.
<b>Voir les affiches.</b>	See the bulletins.
<b>Allons donc ! Voyons, mon ami.</b>	Nonsense ! See here, my friend !

## § 92. THE PERFECT TENSES OF THE INDICATIVE.

The uses of the perfect tenses parallel the uses of their respective simple tenses, in general. For the use of the present perfect, see § 88. The past anterior (*or* second past perfect) is rarely used except to indicate an action anterior to the time of the past absolute (cf. § 87), particularly after **quand**, **lorsque**, **aussitôt que**, **dès que**, etc.

Il avait cherché partout.	He had looked everywhere.
J'aurais trouvé un moyen.	I should have found a means.
Quand vous aurez dit cela.	When you have said that.
Aussitôt qu'il se fut assis.	As soon as he had sat down.

### § 93. COMMON DISTINCTIONS IN THE USE OF PREPOSITIONS.<sup>1</sup>

1. The preposition **de** is used in adverbial phrases to denote (*a*) measure, (*b*) manner, (*c*) agency (cf. § 73, 2) or means, (*d*) cause, and (*e*) point of departure in time or place ; in adjectival phrases to express (*f*) possession (cf. § 13), (*g*) characteristic, and (*h*) material. It may also express the partitive idea (cf. § 10), serve before a dependent infinitive (cf. §§ 77-78), and replace **dans** after a superlative (cf. § 25, 4) or **que** in a comparison before a numeral (cf. § 25, 1, Note).

(a) Il est âgé de dix ans.	He is ten years old.
(b) Il parle d'une voix basse.	He speaks in a low voice.
(c) Elle fut aimée de tous.	She was loved by all.
(d) Il tremblait d'émotion.	He trembled with emotion.
(e) Ils sont venus de Paris.	They came from Paris.
(f) Il entendit le bruit du train.	He heard the sound of the train.
(g) Un homme de peu de paroles.	A man of few words.
(h) C'était une poche de filet.	It was a net bag (or pocket).
	<i>also</i>
Il n'avait pas de parents.	He had no relatives.
Tout émus de se retrouver.	Quite excited at finding each other again.
C'est le plus grand garçon de la classe.	He is the largest boy in the class.
On aperçut plus de dix hommes.	More than ten men were seen.

<sup>1</sup> It is not possible to define here the limitations in the use of the preposition, any study of which would involve a consideration of idioms and vocabulary. It is desirable, however, to point out certain very common and highly necessary distinctions in the use of this important part of speech.

2. The preposition **à** is used in adverbial phrases to denote (a) place or time, (b) motion toward an indicated time or place, (c) manner ; in adjectival phrases to denote (d) purpose, (e) characteristic (cf. § 93, 1), (f) instrument, and (g) possession (cf. § 42, 2). It may also indicate the indirect object (cf. § 13) and serve before a dependent infinitive (cf. § 76). See § 2, 5, Note 1 for its use with geographical names.

(a) Il descendait à Colombes.	He left the train at Colombes.
(b) J'irai à l'église demain.	I shall go to church tomorrow.
(c) Il gagnait à pied son île.	He reached his island on foot.
(d) Une machine à écrire.	A typewriter.
(e) L'homme aux gants noirs.	The man with the black gloves.
(f) Une machine à pétrole.	A gasoline engine.
(g) Cette ligne est à moi.	This line is mine.
Il donne le filet au soldat.	<i>also</i> He gives the net to the soldier.
Ils se mirent à pêcher.	They began to fish.
Il demeurerait au Canada.	He used to live in Canada.

3. The preposition **dans** is used in adverbial phrases to denote a definite, specific point in time or space. The noun is usually qualified.<sup>1</sup> See § 2, 5, Note 1 for its use with geographical place names.

Ils entrèrent dans un petit café.	They entered a little cafe.
On les fusillera dans cinq minutes.	They will be shot in five minutes.
Je vais dans l'Amérique du Sud.	I shall go to South America.

<sup>1</sup> The preposition **en** replaces **dans** in a few expressions, as : **en l'absence de**, *in the absence of*; **en l'honneur de**, *in honor of*; **en l'air**, *in the air*; **en l'an 1654**, *in the year 1654*, etc.

4. The preposition **en** is used in adverbial phrases to denote (a) an indeterminate time or place ('within which'), (b) state, (c) change or division into ; in adjectival phrases to denote (d) material (cf. § 93, 1) and (e) manner. It is also used with geographical place names (cf. § 2, 5, Note 1), to introduce the present participle used as a gerund (cf. § 80, 2), and in certain set phrases (cf. § 93, 3, Note). The noun is usually not definitely qualified.

(a) <b>En</b> certains jours, ils ne parlaient pas.	On certain days they did not talk.
(b) <b>On</b> était <b>en</b> guerre.	They were in a state of war.
(c) <b>C'est en</b> trois parties.	It is in three parts.
(d) <b>Sa</b> règle <b>en</b> fer.	His iron ruler.
(e) <b>Une</b> vie <b>en</b> famille.	A family life.
<b>Il</b> est allé <b>en</b> Italie.	<i>also</i> He went to Italy.
<b>En</b> disant cela, il est sorti.	He went out as he said that.
<b>C'est en</b> son honneur.	It is in his honor.

5. Other distinctions are those of (a) **avant**, *before*, relating to time, and **devant**, *before, in front of*, relating to space, (b) **autour de** *about, around*, relating to space, and **environ, vers**, *about*, in approximations of time, cost, etc., (c) **pour**, *for, during*, relating to future duration of time and **pendant, depuis** (idiomatic), *for, during*, relating to other than future time, (d) **vers**, *toward*, relating to time and space, and **envers**, *toward*, relating to moral action. Cf. § 73, 2, for the distinction between **de** and **par** denoting agency after a passive verb.

(a) <b>Avant</b> dix heures.	Before ten o'clock.
<b>Devant</b> le bureau de poste.	Before (in front of) the post-office.
(b) <b>Ils</b> regardaient <b>autour</b> d'eux.	They looked about them.
<b>Il</b> y va <b>vers</b> trois heures.	He is going about three o'clock.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| (c) J'y vais pour un jour.  | I shall stay there for a day.         |
| Il dort depuis dix minutes. | He has been sleeping for ten minutes. |
| (d) Venez vers la chaise.   | Come toward the chair.                |
| Il est cruel envers tous.   | He is cruel toward every one.         |

## EXERCISE XVI

A. (1) *Explain the tense usage in the following cases:*

1. Dès qu'ils se furent reconnus (46).
2. Quand y retournerons-nous? (56).
3. On nous laissera passer facilement (76).
4. Ils n'en avaient jamais aperçu (96).
5. Nous leur offririons une friture (106).
6. Et dire que ce sera toujours ainsi tant qu'il y aura des gouvernements (160).
7. On ne serait jamais libres (170).
8. Qui ne finiraient plus (177).
9. Qu'ils avaient cru abandonnée (192).
10. Avez-vous fait bonne pêche (196)?
11. Écoutez-moi et ne vous troublez pas (201).
12. J'aurai l'air de m'attendrir (233).

(2) *Analyze the usage of the preposition in the following cases:*

1. Les mains *dans* les poches *de* sa culotte *d'*uniforme (5).
2. Une canne *en* bambou *d'*une main, une boîte *en* fer-blanc *sur* le dos (12).
3. Il prenait le chemin *de* fer *d'*Argenteuil, descendait *à* Colombes, puis gagnait *à* pied l'île Marante (13).
4. La ligne *à* la main (21).
5. *Au* printemps, le matin, *vers* dix heures (28).
6. Une bonne chaleur *de* saison nouvelle (31).
7. M. Morissot parfois disait *à* son voisin (32).
8. *A* l'automne, *vers* la fin *du* jour (36).
9. Ensanglanté *par* le soleil couchant (36).
10. Frémissements *d'*un frisson *d'*hiver (40).
11. M. Sauvage regardait *en* souriant M. Morissot (41).
12. Tout émus *de* se retrouver *en* des circonstances si différentes (47).
13. *Dans* une poche *de* filet *à* mailles très serrées, qui trempait *à* leurs pieds (129).
14. *D'*une colère *d'*homme paisible (155).
15. Le filet *aux* goujons (279).

B. (1) *Supply the correct form of the verb in parentheses:*

1. Revenez quand vous (vouloir) —.
2. S'ils refusaient,



on les (fusiller) —. 3. Aussitôt qu'il (finir) —, il donna des ordres. 4. (Frire) — ces poissons-là. 5. (Vouloir) — vous me donner ce mot? 6. Tant que la pêche (être) — bonne, ils y sont restés. 7. Il dit qu'il ne le (faire) — pas. 8. L'officier lui demanda s'il lui (dire) — le mot d'ordre. 9. (Être) — il vrai, ce qu'il a dit? 10. Ils (pouvoir) — rentrer, sans doute.

(2) *Supply the correct preposition:* 1. Il aperçut le filet — l'herbe. 2. Il revint (vers, envers) — la maison. 3. Il dit — mi-voix, "C'est leur tour." 4. Un peu — sang flottait. 5. Le Mont-Valérien était coiffé — une montagne — fumée. 6. Ils étaient secoués — d'invincibles tremblements. 7. Les hommes vinrent se placer — vingt pas. 8. Il dit — Morissot — voix basse, "Vite, ce mot — ordre!" 9. Il démolissait — coups — boulets des maisons françaises. 10. Il ouvrait — des cœurs — mères des souffrances qui ne finiraient plus. 11. Ils étaient vêtus — livrée comme des domestiques. 12. Ils les sentaient là — des mois — Paris.

(3) *Translate:* 1. Stretching his hand toward the river, the officer said, "Listen to me. 2. Give me the password at once. 3. Refuse, and you will be thrown by my soldiers into that water. 4. Do what I ask, and you will return to Paris. 5. No one will have known about it. 6. Answer me, or in five minutes you will be shot. 7. We are at war. You have been captured. You might be honest men. 8. Since we could not be sure about it, you are to be shot as spies. 9. Will you tell me this word?" 10. The two friends did not reply. 11. Could they be stupid? 12. As soon as he had finished speaking, the Prussian moved his chair. 13. He gave another order in a low voice. 14. A dozen men placed themselves before the prisoners at twenty paces, arms grounded. 15. Looking about him, Mr. Morissot perceived the net full of fish in the reeds. 16. His eyes filled with tears and he began to tremble. 17. No one said a word for two minutes. 18. Then, suddenly, there was a

volley (**volée**, f.) of rifle shots. 19. The two Frenchmen fell like a log on their faces. 20. They were hidden by a cloud of smoke.

(4) *Translate orally and rapidly*: 1. Do not come before six thirty. 2. As long as you stay here, you will be watched. 3. Could it possibly be Mr. Sauvage? 4. If you were a prisoner of war, what would you do? 5. It is now about noon. 6. We have not been in Paris for several years. 7. She has just come from London. 8. When you go to France, you must walk along the boulevards of Paris. 9. Take the Argenteuil railroad and get off at Colombes. 10. We should like to see that sight. 11. In 1871, Paris was being starved by the Germans. 12. We (**on**) had been fasting for months.

C. (1) *Translate*: 1. It would be useless for them to lie. 2. The Prussian knew that they couldn't get along without a password. 3. He would use it in order to enter Paris. 4. He had said that if they would give it to him, he would permit them to go back. 5. It would be easy to get out of the difficulty. 6. [What] if they gave him the wrong word ! 7. Any word whatever could serve to gain their liberty. 8. But how stupid that was ! 9. The officer would keep (**retenir**) them prisoners in the island. 10. When he returned from behind the French lines, then they would be free ! 11. Well ! they were done for ! 12. It was as if they had gone to sleep and had been awakened (**réveiller**) suddenly by some great detonation. 13. They would die as they had lived — like Frenchmen ! 14. It would be the end of many an expected joy — many a happiness ! 15. But it would be worth while. 16. The twelve soldiers raised their guns and aimed at them. 17. What memories, eh ! Well ! Good-bye, Sauvage.

(2) *Conjugez*: 1. **mourir sans regrets** (au présent de l'indicatif et au futur du passé). 2. **s'endormir tout à l'heure** (au futur). 3. **se sentir mal** (au présent de l'indicatif). 4. **se servir de ce mot** (au présent de l'indicatif, négative-

ment). 5. **se passer de sa casquette** (au présent du parfait, interrogativement). 6. **s'en tirer sans** —— (au présent de l'indicatif, en remplaçant le tiret par un pronom disjonctif quelconque).

D. *Questionnaire*: Faites cinq questions en vous servant de propositions conditionnelles au passé. Voir § 90.

E. *Sujet de composition*: **Il faut choisir**. Décrivez une situation quelconque où il vous a fallu choisir entre deux choses de nature différente.

## LESSON XVII

### THE SUBJUNCTIVE MODE

Irregular Verbs : **cueillir, assaillir, ouvrir** (and others of the same type : cf. *Appendix A, III*). Idioms : **pardonnez à, priez de, ressembler à, ordonnez à.**

#### § 94. GENERAL USE OF THE SUBJUNCTIVE.

The subjunctive is rarely used in a main clause. Its use in a dependent clause rests largely upon the attitude or the intention of the speaker in regard to the action denoted by the verb.

The indicative mode denotes fact and certainty in the mind of the speaker. The subjunctive mode indicates doubt, uncertainty, possibility, undesirability, etc., and hence regularly follows expressions of uncertainty, unfulfilled purpose, will, emotion, concession, etc.

The subjunctive mode occurs in three types of dependent clauses : (1) *noun* clauses, acting as the logical subject or object of the verb in the main clause, introduced by **que, that**; (2) *adverbial* clauses, introduced by adverbial conjunctions and equivalent to an adverb ; (3) *adjectival* clauses, introduced by a relative pronoun and equivalent to an adjective. The commonest type is the noun clause.

#### § 95. TENSE SEQUENCE WITH THE SUBJUNCTIVE MODE.

A present or future indicative or an imperative in the main clause is followed by a present subjunctive in the dependent

clause ; the past descriptive, past absolute, past future <sup>1</sup> and present perfect <sup>1</sup> normally require the past subjunctive in sequence in the dependent clause. Completed action in the dependent clause is indicated by either perfect or past perfect subjunctive, as the case demands.

<b>Je veux qu'ils viennent.</b>	I want them to come.
<b>Dites-leur qu'ils viennent.</b>	Tell them to come.
<b>Il fallait qu'ils vinssent.</b>	It was necessary for them to come.
<b>On a commandé qu'il le fit.</b>	He was ordered to do it.
<b>Je suis content qu'il l'ait dit.</b>	I am glad that he has said it.
<b>J'étais content qu'il l'eût dit.</b>	I was glad that he had said it.

## § 96. THE SUBJUNCTIVE IN NOUN CLAUSES.

1. The subjunctive mode is regularly used in noun clauses, introduced by **que**, *that*, after personal or impersonal verbs or expressions denoting *emotion* (joy, sorrow, anger, fear, surprise, regret, etc.),<sup>2</sup> as :

<b>Je suis content que tu viennes.</b>	I am glad that you are coming.
<b>C'est dommage qu'il soit venu.</b>	It is a shame that he has come.

2. Similarly, the subjunctive mode is used after verbs

<sup>1</sup> A past future used instead of a present indicative (cf. § 90, 2) or a present perfect used to refer to a recent past action from a present viewpoint (cf. § 88) is followed by a present subjunctive in the governed clause, as : **J'ai voulu qu'il vienne**, *I have wanted him to come*.

<sup>2</sup> Some common types of *emotional* verbs are : **avoir honte**, *to be ashamed*, **avoir peur**, *to be afraid*, **c'est dommage**, *it is a shame*, **c'est pitié**, *it is a pity*, **craindre**, *fear*, **s'étonner**, *to be astonished*, **se fâcher**, *to be sorry, angry*, **se plaindre**, *complain*, **regretter**, *regret*, **il est heureux**, *it is fortunate*, **être content** (**charmé**, **désolé**, **heureux**, **surpris**, **satisfait**), *to be glad (delighted, very sorry, happy, surprised, satisfied)*. With verbs or expressions denoting fear, when it is feared that something will happen, a pleonastic **ne** is used with the subjunctive, as : **Je crains qu'il ne soit perdu**, *I am afraid that it is lost (will be lost)*.

denoting an act of the *will*<sup>1</sup> (wishing, desiring, preferring, avoiding, commanding, forbidding, permitting, etc.), as :

Je veux qu'il s'en aille.	I want him to go away.
Dites-lui qu'elle revienne.	Tell her to come back.
Il défendit qu'on y entrât.	He forbade anyone to enter.

3. The subjunctive mode is used after verbs and expressions denoting *personal judgment*<sup>2</sup> (involving approval or disapproval), as :

Il vaut mieux qu'il parte.	It is better for him to leave.
Je trouve juste qu'on le fasse.	I think just that it be done.
Il faudra que nous écrivions.	We shall have to write.

4. The subjunctive mode occurs in noun clauses after verbs and expressions denoting *doubt*<sup>3</sup> (denial, slight probability, etc.). Note that doubt may also be expressed by verbs of thinking, perceiving, knowing, declaring, and resulting when they are used in negation or in interrogation, requiring the use of the subjunctive in the dependent clause. When not negative or interrogative, such verbs require the use of the indicative.

<sup>1</sup> Some common *volitional* verbs are : **aimer mieux**, *prefer*, **désirer**, *desire*, **wish**, **éviter**, *avoid*, **préférer**, *prefer*, **vouloir**, *wish*, **empêcher**, *prevent*, **avoir envie**, *be desirous*, **consentir**, *consent*, **défendre**, *forbid*, **demander**, *request*, **laisser**, *allow*, **ordonner**, *order*, **permettre**, *permit*. Pleonastic **ne** usually occurs with the subjunctive after **éviter** and **empêcher**.

<sup>2</sup> Such as : **approuver**, *approve*, **blâmer**, *blame*, **louer**, *praise*, **mériter**, *deserve*, **trouver bon**, *approve*, **trouver juste**, *think just*, **falloir**, *to be necessary*, **il vaut mieux**, *it is better*, **il est essentiel** (*important, naturel, nécessaire*), *it is essential (important, natural, necessary)*.

<sup>3</sup> Some common verbs and expressions denoting *doubt* are : **douter**, *doubt*, **nier**, *deny*, **ignorer**, *not know*, **il semble**, *it seems*, **il se peut**, *it may be*, **il est douteux** (*faux, impossible, possible, rare*), *it is doubtful (false, impossible, possible, rare)*. When negative or interrogative, such verbs as the following require the subjunctive : **croire**, *believe*, **savoir**, *know*, **se douter**, *suspect*, **prétendre**, *claim*, **soutenir**, *maintain*, **conclure**, *conclude*, **penser**, *think*, **s'attendre**, *expect*, **se souvenir**, *recollect*, **trouver**, *find*, **think**, **être sûr** (*certain*), *to be sure (certain)*, **il est sûr** (*certain, clair, évident, probable*), *it is sure (certain, clear, evident, probable)*, **il me semble**, *it seems to me*, etc.

Nous doutons que ce soit vrai. We doubt that that is true.

Il se peut qu'ils soient malades. It may be that they are ill.

Pensez-vous qu'il ait raison? Do you think that he is right?

Il n'est pas sûr qu'il ait mangé. It is not certain that he has eaten.

*but*

Je pense qu'il a raison. I think that he is right.

Il est sûr qu'il a mangé. It is certain that he has eaten.

### § 97. THE INFINITIVE REPLACING A NOUN CLAUSE.

An infinitive may replace a noun clause introduced by **que**, *that*, whenever the subject of the noun clause coincides with the subject or the object of the main clause. The use of the infinitive is preferable to the use of the subjunctive.

Je crains d'être trouvé ici. I am afraid of being found here.

Je veux vous accompagner. I want to go with you.

Dites-lui de venir tout de suite. Tell him to come at once.

## EXERCISE XVII

**A.** Analyze the use of the subjunctive mode and tense in the following cases from *Labiche, Le Voyage de M. Perrichon* :

1. Il faut que je vous embrasse.
2. Croyez-vous que la caisse soit ouverte?
3. Il faut que j'aille à mon bureau.
4. Je regrette que vous m'ayez privé du plaisir de donner une leçon à ce monsieur.
5. Il fallait que j'eusse vendu mon fonds.
6. Je désire que tout ceci se passe devant témoins.
7. Je n'ai jamais douté que vous ne fussiez un loyal adversaire.
8. Il faut que je retourne en Suisse.
9. C'est un bien grand malheur qu'il ait son infirmité.



**B. 1. Supply the correct form, indicative or subjunctive mode, of the verb in parentheses, as the case demands:** 1. Ils ne craignaient pas qu'on les (faire) — prisonniers. 2. Croyez-vous qu'ils (être) — des espions? 3. L'officier croit qu'ils (être) — envoyés pour le guetter. 4. Il semble que M. Sauvage (connaître) — le colonel Dumoulin. 5. Il n'était pas certain qu'ils (pouvoir) — obtenir un laissez passer. 6. Il faudra qu'ils (traverser) — une bande de terre nue. 7. On ne doit pas laisser que les Prussiens (obtenir) — ce mot d'ordre. 8. L'officier a dit qu'il (consentir) — à ce qu'ils (revenir) — à Paris. 9. Dites-lui qu'il ne le (dire) — pas à l'officier. 10. Je m'étonne que le colonel les (laisser) — partir.

**2. Substitute the use of the infinitive for the use of the subjunctive wherever possible:** 1. Il faut que je retourne au restaurant. 2. Je suis content que j'aie attrapé le premier goujon. 3. Il est nécessaire qu'on fusille les espions. 4. Nous regrettons qu'on les ait pris. 5. Permettez que nous recevions de leurs nouvelles. 6. Il valait micux qu'on n'y allât pas. 7. Nous craignons qu'on ne nous voie ici. 8. Voulez-vous que je vous dise cette histoire?

**3. Translate, using the subjunctive wherever possible:** 1. The officer ordered that stones be tied to their feet and that they be carried to the river. 2. They had prevented him from learning the password. 3. He had suspected that they had come to the river to spy upon him. 4. It wasn't possible that they were stupid enough to go fishing during the siege. 5. They must have had other reasons. 6. He would have liked to let them return. 7. It was impossible for him to do that. 8. So (**aussi**) he had been obliged to put an end to their lives. 9. How can one know that the real purpose (**projet**) is not being hidden (**dissimuler**)? 10. It may be that these men wished to feel a joy of which they had long been deprived. 11. No one will doubt that they were mild and simple men. 12. It is fitting (**convenable**) that their death should take place on (à) their island.

4. *Translate orally and rapidly:* 1. I must return before noon. 2. Tell him that he is to come at once. 3. Do you think that you can go fishing with me? 4. Did he wish us to tell it to them? 5. He has prevented us from doing what we wished. 6. It will be necessary for us to cross this field. 7. Would you like to have me get off at Colombes? 8. It seems to me that we have been walking a long time. 9. Is it possible that you have not eaten anything? 10. He told us that there were a score of soldiers on the island. 11. I don't believe that you have been alone. 12. It is a shame that he must die.

C. (1) *Translate:* 1. The Prussian does not offer them any more time. 2. He cannot pardon them their mistake. 3. They have taken their pleasure and they must suffer the consequences (**conséquence**, f.). 4. In begging them to give him the password, he has offered them their lives. 5. But they have not opened their mouths. 6. They resemble two whitebait that have just been caught. 7. They neither ask him to let them go nor offer him any resistance (**résistance**, f.). 8. It may be that they are stupid and that they do not understand what he wants them to do. 9. It is even possible that they are frightened and cannot speak. 10. When he orders his soldiers to raise their arms, why do they not beg him to stop? 11. It would be possible for M. Morissot to save his friend's life. 12. Well ! they must die. 13. These two men, who so much resembled each other in life, meet a similar death. 14. The same river in which they have so often fished now covers their bodies. 15. That is war !

(2) *Conjugez:* 1. **ouvrir la bouche** (au présent, négativement). 2. **Il faut lui offrir une friture** (remplacez l'usage de l'infinitif par l'usage du subjonctif à toutes les personnes du présent). 3. **en souffrir les conséquences** (au présent du parfait). 4. **ressembler à son ami** (au passé descriptif). 5. **ordonner à ses soldats de faire feu** (au passé absolu).

6. **Je ne veux pas lui pardonner ce qu'il a fait** (à toutes les personnes du présent).

**D. Questionnaire:** 1. Posez dix questions en vous servant du subjonctif dans une proposition subordonnée après les verbes qui expriment la volonté, le commandement, le désir, la crainte, la joie, etc. 2. Répondez à de telles questions faites par votre voisin.

**E. Sujet de composition: La Fin du jour.** — D'une manière dramatique, racontez en 200–250 mots la mort des deux amis, donnant un tableau assez frappant de cette dernière heure, passée dans ce lieu de leurs rêves, quand ils ressemblent tant aux poissons qui s'agitent encore dans l'herbe à leurs pieds.

## LESSON XVIII

### THE SUBJUNCTIVE MODE (*Continued*)

Irregular Verbs : **courir, fuir, vêtir.** Idioms : **changer de, se douter de, obéir à.** *Review Composition (Lessons XII-XVIII).*

#### § 98. THE SUBJUNCTIVE IN ADVERBIAL CLAUSES.

1. The subjunctive occurs in a subordinate clause introduced by a conjunction denoting *time* before which or up to which, as :<sup>1</sup>

Je resterai ici jusqu'à ce qu'il revienne.	I shall stay here until he comes back.
Venez me voir avant qu'il parte.	Come to see me before he leaves.

2. The subjunctive occurs also after conjunctions of *purpose* and *result*, as :<sup>2</sup>

Je l'apporte afin que vous puissiez le voir.	I am bringing it in order that you may see it.
Il parlera de sorte qu'on l'entende en bas.	He will speak so that he will be heard downstairs.

<sup>1</sup> Such conjunctions are : **avant que, before, en attendant que, until, jusqu'à ce que, until.**

<sup>2</sup> Such conjunctions are : **afin que, pour que, in order that, de crainte que, for fear that, lest, de sorte que, so that** (only when denoting purpose). **De crainte que** normally requires **ne** before the verb when it is feared lest something will happen (cf. § 96, 1, Note).

3. The subjunctive is used after conjunctions denoting *condition*, as :<sup>1</sup>

A moins que je ne le fasse, ne dites rien.	Unless I do it, do not say anything.
Pourvu qu'on puisse le voir, ce sera facile.	Provided that it can be seen, it will be easy.

4. The subjunctive occurs after conjunctions of *concession*, as :<sup>2</sup>

C'est vrai, quoique cela semble invraisemblable.	It is true, although it seems unreal.
Soit qu'il parte ou qu'il reste, cela ne fait rien.	Whether he goes or stays makes no difference.

5. The subjunctive occurs after conjunctions denoting *negation*, as :<sup>3</sup>

Il est sorti sans que son père le sût.	He left without his father knowing it.
Non qu'il soit dangereux, mais il est criminel.	Not that it is dangerous, but it is criminal.

## § 99. THE SUBJUNCTIVE IN ADJECTIVAL CLAUSES :

1. The subjunctive is used in an adjectival clause introduced by a relative pronoun when the clause implies unaccomplished result or purpose, or indefiniteness of purpose. The antecedent in the main clause is usually indefinite.

Je désire un livre qui soit intéressant.	I want a book that is inter- esting.
Avez-vous un verre qui ne soit pas fêlé ?	Have you a glass that is not cracked ?

<sup>1</sup> En cas que, *in case that*, à moins que, *unless*, pourvu que, *provided that*, en supposant que, *supposing that*. A moins que usually requires *ne* before the subjunctive.

<sup>2</sup> Such as : quoique, *bien que*, *although*, soit que . . . soit que, *soit que . . . ou que*, *whether . . . or*, encore que, *although*.

<sup>3</sup> Such as : loin que, *far from*, sans que, *without*, non que, *non pas que*, *not that*.

2. The subjunctive is also used in a relative clause when the antecedent of the relative pronoun is (a) in general negation (or non-existent), (b) qualified by a sweeping superlative statement, or (c) qualified by **unique**, **seul**, *only*, **premier**, *first*, **dernier**, *last*. It should be noted, however, that the indicative is used if the statement is made as a proved fact (cf. § 94).

Il n'a rien qui vaille.	He has nothing that is of value.
Il n'y a personne qui puisse le trouver.	There is no one who can find him.
Il est le seul homme qui connaisse le chemin.	He is the only man who knows the road.

3. The subjunctive is used in relative clauses after the concessive or indefinite compound relative pronouns, such as: **quoi que**, *whatever*, **qui que**, *whoever*, *whosoever*, **quelque**, *whatsoever*, etc.

Qui que tu sois, tu ne peux pas y entrer.	Whoever you are, you may not enter.
Quels que soient vos plans, ils ne valent rien.	Whatever your plans are, they are valueless.

#### § 100. THE SUBJUNCTIVE IN MAIN CLAUSES.

The subjunctive may occur in a main clause to express a wish, a concession or a condition, a governing clause being implied. It is with this usage that it occurs as the missing forms of the imperative.

Vive la France !	Long live France !
A Dieu ne plaise !	God forbid !
Ainsi soit-il !	So be it !
Qu'il souffre en silence.	Let him suffer in silence.
Fussions-nous des rois . . .	Were we kings . . .

#### § 101. THE INFINITIVE REPLACING AN ADVERBIAL CLAUSE.

An infinitive as the object of a preposition may be used instead of the subjunctive in many adverbial clauses, when

the subject of the adverbial clause coincides with the subject or object of the main clause. The infinitive usage is preferable to the use of the subjunctive (cf. § 97).

Il est sorti sans me voir.	He left without seeing me.
Je suis revenu afin de me coucher.	I returned in order to go to bed.
Avant de quitter la maison, il le lui a montré.	Before leaving the house, he showed it to him.

### EXERCISE XVIII

**A.** *Analyze the use of the subjunctive, mode and tense, in the following cases from Labiche, **Le Voyage de M. Perrichon** :*

1. J'attendais que ton éducation fût terminée. 2. On ne veut pas enregistrer mes bagages avant que j'aie pris mes billets. 3. Je voudrais un livre qui ne parle ni de galanterie, ni d'argent, ni de politique, ni de mariage, ni de mort. 4. Pourvu que je sois à Paris le 8 du mois prochain. 5. Soyez le bienvenu. 6. A moins que tu ne veuilles attendre l'envoi des billets de faire part. 7. Qu'il nous permette de le nommer. 8. Le seul homme que j'aie sauvé. 9. Je mets 'moins un quart' afin qu'on soit exact. 10. Je vous ai rendu assez de services pour que vous ne refusiez pas de m'assister.

**B.** (1) *Supply the correct form of the verb:* 1. Je ne connais rien qui (être) — meilleur. 2. Ils s'entendaient admirablement sans (dire) — un mot. 3. Cela suffisait pour qu'ils se (comprendre) —. 4. Vous avez fait cela de sorte qu'on ne (pouvoir) — voir vos projets. 5. Il changea sa chaise de place pour que les prisonniers ne se (trouver) — pas trop près de lui. 6. Il faudra attendre jusqu'à ce qu'il (revenir) — du café. 7. Ils écoutent de crainte qu'on ne (marcher) — près d'eux. 8. Soit qu'ils se (croire) — cachés ou qu'ils ne (penser) — à rien, peu importe.



(2) *Translate, using the subjunctive wherever possible:*

1. Long live fishing! 2. There is nothing that is equal (**valoir**) to the pleasures of fishing. 3. It is the only memory that I still keep clear and fresh. 4. Show me a man who does not remember the first fish that he caught. 5. Whatever be his profession, however old he may be, he will remember it. 6. Let him follow a road along any river whatever (**quelconque**) on a spring morning. 7. Let him see that little mist that rises over the quiet water toward ten o'clock and feel the heat of the sun upon his shoulders (**dans le dos**). 8. Although he has not been fishing for a long time, he will be filled with a delightful joy. 9. Whether he is young or old, he will wish that he had brought his bamboo fishing-pole. 10. He will go through fields and thickets in order that he may crouch in the reeds and watch the water flowing under the trees. 11. He will not say anything for fear lest he destroy (**mettre fin à**) his dream. 12. Let one not make fun of him, if he stays there until the setting sun reddens the stream, the trees and the whole horizon.

(3) *Translate orally and rapidly:* 1. Let us move our chairs so that we can hear him. 2. Run until you reach the bank of the stream. 3. Have you a friend who is a fisherman? 4. Is it possible for you to go without his seeing you? 5. He cannot understand me although I speak very slowly. 6. In case that they take the Argenteuil road, let's wait here. 7. Whatever her tastes are, I am sure that they are good. 8. Do you wish a net bag that has close meshes? 9. That is the first whitebait that I have ever caught. 10. Supposing that you were seized by an enemy, what would you do?

C. (1) *Translate:* 1. War is like a great, all-powerful giant seated astride a cannon upon a mountain. 2. He is invisible, for men would run, were they to see his face. 3. He dresses in a servant's livery. 4. He enjoys the terror that he causes all living beings at the sound of his voice. 5. They flee through their fields and along city boulevards.

6. Nevertheless, they obey his commands. 7. The smoke of his cannon is as a breath of death that changes the form and color of everything it reaches. 8. If he permits us to enjoy life awhile, it is in order that we may not suspect him. 9. But at the first sound of his step behind us, we flee in terror. 10. It is the end of our dreams.

(2) *Conjuguez* : 1. **changer de place** (au passé descriptif et au passé absolu). 2. **Je courrais, si je voyais un géant** (à toutes les personnes). 3. **s'en douter** (au présent du parfait, interrogativement). 4. **Il est nécessaire que j'obéisse à la loi** (à toutes les personnes).

**D. Review Composition.** (*With special reference to tense and mode usage.*)

I remember the morning when we went to the colonel's villa to ask him to allow us to pass (**franchir**) the outposts.

He did not suspect our plan. He did not know (**ignorer**) that we expected to take the road to Colombes, where we used to enjoy fishing before the war.

At first (**D'abord**), he insisted that we would be captured by the Germans, who were occupying the heights around Paris. Then he became angry at us, saying that we must be stupid to want to do such a thing. We could not make him change his mind. He had just ordered us to return at once to Paris, when you dropped your tin box and line on the ground.

For a moment I couldn't think of anything to say. A weakness took possession of me. You almost died on the spot (**sur place**). Then we both began to stammer, informing him of our plan to go fishing at Colombes and begging him to pardon us for our request (**demande**). We must have resembled a pair of gudgeons wriggling at the end of a line. His silence was becoming terrible. Suddenly he said :

"Take this pass ; use it to get to the place of your dreams. We can do without you here. Don't return until you have caught a net full of fish."

His voice almost shook with desire. Smiling, he added :

“Remember this: if you fail to bring back to me a dish of fried fish, you will be shot at sunset. I shall not pity you! The pleasure is worth the death. Don’t expect me to relent! Good luck!”

Was he making fun of us, or was he another fanatic fisherman, like ourselves?

Well! we obeyed his command. Long live the colonel!



## APPENDIX A

- I. NOTES ON THE IRREGULAR VERBS.
- II. SYNOPTIC TABLE OF IRREGULAR VERBS.
- III. REFERENCE LIST OF IRREGULAR VERBS.
- IV. REFERENCE LIST OF VERB REGIMENS AND IDIOMS AND COMMON LOCUTIONS.

### I. NOTES ON THE IRREGULAR VERBS

#### § 1. REVISED NOMENCLATURE.

The nomenclature used throughout this grammar is that adopted by the *Joint Committee on Grammatical Nomenclature* in its *Report*, 1913. The changes affecting the tense names of the French verb are as follows :

<i>Revised</i>	<i>Old</i>
INDICATIVE	
Past Descriptive	Imperfect
Past Absolute	Past Definite
Past Future	Conditional
Present Perfect	Past Indefinite
Past Perfect	Pluperfect
Second Past Perfect	Past Anterior
Future Perfect	Future Anterior
Past Future Perfect	Conditional Anterior
SUBJUNCTIVE	
Past	Imperfect
Present Perfect	Perfect
Past Perfect	Pluperfect

## § 2. PRINCIPLES INVOLVED IN IRREGULAR FORMS.

Many of the apparent irregularities observed in the conjugation of French verbs are due to governing phonetic principles, certain of which, once understood and observed in their application, simplify the general problem for the beginning student and aid materially in its mastery. Some of the commonest principles<sup>1</sup> are :

1. The sound of [ʒ], represented by **g** before **e**, **i**, and **y**, is represented by **ge** before **a**, **o**, and **u**, as :

**manger** [māʒe] = mangeons, mangeais, mangeant, mangeâtes, etc.

2. The sound of [s], represented by **c** before **e**, **i**, and **y**, is represented by **ç** before **a**, **o**, and **u**, as :

**placer** [plase] = plaçons, plaçais, plaçant, plaçâtes, etc.

**recevoir** [rəsəvwair] = reçois, reçoivent, reçu, reçoivent, etc.

3. Groups **ai**, **oi**, **ui** generate the sound [j] before a following vowel, not mute **e**, resulting in a change of spelling to **ay**, **oy**, **uy**, as :

**payer** [peje] = paie [pe], paies [pe], etc. *but* payons [pejɔ̃], payez [peje].

**nettoyer** [netwaje] = nettoie [netwa], nettoierai [netware], etc. *but* nettoyé [netwaje], nettoyons [netwajɔ̃], etc.

**essuyer** [esujje] = essuies [esqi], essuient [esqi], etc. *but* essuyant [esujjɑ̃], essuyais [esujje], etc.

**voir** [vwair] = vois [vwa], voie [vwa], etc. *but* voyant [vwajɑ̃], voyez [vwaje], voyait [vwaje], etc.

**fuir** [fuiɪr] = fuyant [fujjɑ̃], etc. **croire** [krwair] = croyant [krwajɑ̃], etc.

4. Stems ending in **au**, **eu** add final **x** instead of **s**, as :

**vouloir** = veux      **valoir** = vaux      **pouvoir** = peux

<sup>1</sup> In citing examples in the following paragraphs of the application of these principles to a given verb, it is not intended to give a complete list of the irregular forms of that verb.

5. Many consonant groups, such as **gn**, **rm**, **nt**, **ss**, **tt**, are reduced when final in the stem and followed by the endings **s** and **t**. Stem final **s**, **v** and sometimes **t** drop before the endings **s**, **t**, also.

**craindre** = **craign**-ant > **crains**, **craint** *but* **craignons**, etc.  
**dormir** = **dorm**-ant > **dors**, **dort** *but* **dormons**, **dormez**, etc.  
**sentir** = **sent**-ant > **sens**, **sent** *but* **sentons**, **sentez**, etc.  
**finir** = **finiss**-ant > **fini(s)s**, **fini(s)t** *but* **finissons**, etc.  
**mettre** = **mett**-ant > **mets**, **me(t)t** *but* **mettons**, etc.  
**vivre** = **viv**-ant > **vi(v)s**, **vi(v)t** *but* **vivons**, etc.  
**sortir** = **sort**-ant > **sors**, **sort** *but* **sortons**, etc.  
**servir** = **serv**-ant > **sers**, **sert** *but* **servons**, etc.  
**recevoir** = **recev**-ant > **reçoi(v)s**, **reçoi(v)t** *but* **recevons**, etc.

6. The consonant groups **n(i)r** and **l(o)i r** generate a **d** in the future and past future stem, as :

**venir** = **viendrai**, etc.      **tenir** = **tiendrai**, etc.  
**vouloir** = **voudrai**, etc.    **valoir** = **vaudrai**, etc.  
**falloir** = **faudra**, **faudrait**.

7. Before the endings **x** (= **s**), **t**, stem final **l** becomes **u**, as :

**valoir** = **val**-ant > **vaux**, **vaut** *but* **valons**, etc.  
**falloir** = (**fall**-) > **faut** *but* **fallait**, etc.

8. The principle that the stress in a French word is on the last pronounced syllable results often in a change of pronunciation of the stem final syllable, as the stress shifts from ending to stem. This change in sound is usually accompanied by a change in orthography. The following types are common :

(a) Unstressed [ə] becomes stressed [ɛ], indicated by change of **e** to **è**, or by doubling the stem final consonant, as :

**mener** = **menant** [mənā], **menez** [mɛne] *but* **mène** [mɛn],  
                   **mènent** [mɛn], etc.  
**jeter** = **jetant** [ʒɛtā], **jétais** [ʒɛtɛ] *but* **jette** [ʒɛt], **jettes** [ʒɛt], etc.  
**appeler** = **appelant** [apɛlā], etc. *but* **appelle** [apɛl], etc.  
**prendre** = **prenant** [prɛnā], **prenez** [prɛne] *but* **prennent** [prɛn],  
                   etc.  
**venir** = **venons** [vənɔ̃], **venez** [vɛne] *but* **viennent** [vjɛn], etc.



(b) Unstressed [e] becomes stressed [ɛ], indicated by change of **é** to **è**, as :

**céder** = **cédant** [sedā], **cédez** [sede], etc. *but* **cède** [sed], **cèdent** [sed], etc.

(c) Unstressed [ə] becomes stressed [jɛ], indicated by change of **e** to **ie**, as :

**venir** = **venant** [vənā], *but* **viens** [vjɛ], **vienne** [vjɛn], **viennent** [vjɛn], etc.

**tenir** = **tenant** [tənā], *but* **tiens** [tjɛ], **tienne** [tjɛn], **tiennent** [tjɛn], etc.

(d) Unstressed [e] becomes stressed [jɛ], indicated by change of **é** to **ie**, as :

**acquérir** = **acquérant** [akerā], *but* **acquiers** [akjɛ:r], etc.

(e) Unstressed [ə] becomes stressed [wa], indicated by change of **e** to **oi**, as :

**devoir** = **devant** [dəvā], *but* **dois** [dwa], **doivent** [dwaiv], etc.

**recevoir** = **recevons** [rəsəvō], *but* **reçois** [rəswa], **reçoive** [rəswaiv], etc.

(f) Unstressed [u] becomes stressed [œ] or [ø], indicated by change of **ou** to **eu**, as :

**mourir** = **mourant** [murā] *but* **meurs** [mœ:r], **meurent** [mœ:r], etc.

**pouvoir** = **pouvant** [puvā] *but* **peux** [pø], **peuvent** [pœ:rv], etc.

**vouloir** = **voulant** [vulā] *but* **veux** [vø], **veulent** [vœl], etc.

### § 3. CORRESPONDENCES.

The following recurring irregularities are to be noted in the verbs listed in the *Table of Irregular Verbs (Appendix A, II)*:

1. Present indicative second person plural ending = **-tes** :

**être** = **êtes**      **faire** = **faites**      **dire** = **dites**

2. Present indicative third person plural ending = **-ont** :

**aller** = **vont**      **faire** = **font**      **être** = **sont**      **avoir** = **ont**

### 3. Present indicative endings of **-er** verbs substituted in **-ir** verbs :

**assaillir** = assaille, assailles, assaille, etc.

**couvrir** = couvre, couvres, couvre, etc.

**cueillir** = cueille, cueilles, cueille, etc.

*Similarly offrir, ouvrir, souffrir.*

### 4. Irregular stem peculiar to the present subjunctive :

**aller** = aille

**faire** = fasse

**valoir** = vaille

**avoir** = aie

**pouvoir** = puisse

**vouloir** = veuille

**être** = sois

**savoir** = sache

### 5. Imperative stem = stem of the present subjunctive :

**avoir** = aie, ayons, ayez

**savoir** = sache, sachons, sachez

**être** = sois, soyons, soyez

**vouloir** = veuillez.

### 6. Past descriptive stem differing from stem of the present participle :

**avoir** = ayant *but* avais, avais, avait, etc.

**savoir** = sachant *but* savais, savais, savait, etc.

### 7. Future stem ending in **rr** :

**acquérir** = acquerrai, etc.

**courir** = courrai, etc.

**envoyer** = enverrai, etc.

**mourir** = mourrai, etc.

**pouvoir** = pourrai, etc.

**voir** = verrai, etc.

## II. SYNOPTIC TABLE OF IRREGULAR VERBS

*Note:* In the following table the index (*or* principal) parts are indicated in heavy type. In learning the irregular verbs, the first person singular of the future and of the present indicative should be learned with the four index parts, since they frequently present important variations in stem.

All tenses not given in full may be completed by adding the regular endings to the given stem of the first person singular form. The Imperative is indicated only when irregularly formed (*i.e.* from the present subjunctive).

Subject pronouns are omitted. The auxiliary verb is indicated only in the case of those verbs that are normally conjugated with *être*. The synopsis is in the first person singular, save for impersonal verbs (= third person). Compound and defective verbs are not listed.

The paradigms of **dormir**, *to sleep*, are prefixed to the *Table* to show the formation of the tenses from the index parts; the endings are in heavy type.

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
<b>dormir</b>	<b>dormant</b>	<b>dormi</b>	<b>dormis</b>
dormirai	dors	ai dormi	dormis
dormiras	dors*	avais dormi	dormis
dormira	dort	eus dormi	dormit
dormirons	dormons*	aurai dormi	dormîmes
dormirez	dormez*	aurais dormi	dormîtes
dormiront	dorment	aie dormi	dormirent
		eusse dormi	
dormirais	dormais		dormisse
dormirais	dormais		dormisses
dormirait	dormait		dormît
dormirions	dormions		dormissions
dormiriez	dormiez		dormissiez
dormiraient	dormaient		dormissent
	dorme		
	dormes		
	dorme		
	dormions		
	dormiez		
	dorment		

\* Imperative forms, also.

<b>1. Acquérir</b>	<b>acquérant</b>	<b>acquis</b>	<b>acquis</b>
<i>to acquire</i>	acquerais		acquise
acquerrai	acquiens, acquies, acquiert,		
acquerrais	acquérons, acquérez, acquièrent		
	acquiète, acquiètes, acquiète,		
	acquérons, acquérez, acquièrent		

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
2. <b>Aller</b> to go irai irais	<b>allant</b> allais vais, vas, va, allons, allez, vont aille, ailles, aille, allions, alliez, aillent	<b>allé</b> (être allé)	<b>allai</b> allasse
	<i>Imperative:</i> va(s), allons, allez		
3. <b>Assaillir</b> to assail assaillirai assaillirais	<b>assaillant</b> assaillais assaille, assailles, assaille, assaillons, assailliez, assaillent assaille	<b>assailli</b>	<b>assaillis</b> assaillisse
4. <b>Asseoir</b> to seat assiérai assiérais	<b>asseyant</b> asseyais assieds, assieds, assied, asseyons, asseyez, asseyent asseye	<b>assis</b>	<b>assis</b> assisse
	<i>Variants:</i> asseoyer-, assoir- ( <i>Fut. and Past Fut. stem</i> ) ; assoi-, assoy- ( <i>stem of Pres. Part. and derived forms</i> ).		
5. <b>Avoir</b> to have aurai aurais	<b>ayant</b> avais ai, as, a, avons, avez, ont aie, aies, ait, ayons, ayez, aient	<b>eu</b>	<b>eus</b> eusse
	<i>Imperative:</i> aie, ayons, ayez		
6. <b>Battre</b> to beat battrai battrais	<b>battant</b> battais bats, bats, bat, battons, battez, battent batte	<b>battu</b>	<b>battis</b> battisse
7. <b>Boire</b> to drink boirai boirais	<b>buvant</b> buvais bois, bois, boit, buvons, buvez, boivent boive, boives, boive, buvions, buviez, boivent	<b>bu</b>	<b>bus</b> busse
8. <b>Conclure</b> to conclude conclurai conclurais	<b>concluant</b> concluais conclus conclue	<b>conclu</b>	<b>conclus</b> conclusse

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
9. <b>Conduire</b> <i>to conduct</i> conduirai conduirais	<b>conduisant</b> conduisais conduis, conduis, conduit, conduisons, conduisez, conduisent conduise	<b>conduit</b>	<b>conduisis</b> conduisisse
10. <b>Connaître</b> <i>to know</i> connaîtrai connaîtrais	<b>connaissant</b> connaissais connaiss, connais, connaît, connaissons, connaissez, connaissent connaisse	<b>connu</b>	<b>connus</b> connusse
11. <b>Coudre</b> <i>to sew</i> coudrai coudrais	<b>cousant</b> cousais couds, couds, coud, cousons, cousez, cousent couse	<b>cousu</b>	<b>cousis</b> cousisse
12. <b>Courir</b> <i>to run</i> courrai courrais	<b>courant</b> courais cours coure	<b>couru</b>	<b>courus</b> courusse
13. <b>Craindre</b> <i>to fear</i> craindrai craindrais	<b>craignant</b> craignais crains, crains, craint, craignons, craignez, craignent craigne	<b>craint</b>	<b>craignis</b> craignisse
14. <b>Croire</b> <i>to believe</i> croirai croirais	<b>croyant</b> croyais crois, crois, croit, croyons, croyez, croient croie, croies, croie, croyions, croyiez, croient	<b>cru</b>	<b>crus</b> crusse
15. <b>Cueillir</b> <i>to pluck</i> cueillera cueillera	<b>cueillant</b> cueillais cueille, cueilles, cueille, cueillons, cueillez, cueillent cueille	<b>cueilli</b>	<b>cueillis</b> cueillisse

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
16. <b>Devoir</b> <i>to owe</i> devrai devrais :	<b>devant</b> devais dois, dois, doit, devons, devez, doivent doive, doives, doive, devions, deviez, doivent	<b>dû</b> (due, f. s.)	<b>dus</b> dusse
17. <b>Dire</b> <i>to say</i> dirai dirais	<b>disant</b> disais dis, dis, dit, disons, dites, disent dise	<b>dit</b>	<b>dis</b> disse
18. <b>Dormir</b> <i>to sleep</i> dormirai dormirais	<b>dormant</b> dormais dors, dors, dort, dormons, dormez, dorment dorme	<b>dormi</b>	<b>dormis</b> dormisse
19. <b>Écrire</b> <i>to write</i> écrirai écrirais	<b>écrivait</b> écrivais écris, écris, écrit, écrivons, écrivez, écrivent écrive	<b>écrit</b>	<b>écrivis</b> écrivisse
20. <b>Envoyer</b> <i>to send</i> enverrai enverrais	<b>envoyant</b> envoyais envoie, envoies, envoie, envoyons, envoyez, envoient envoie, envoies, envoie, envoyions, envoyiez, envoient	<b>envoyé</b>	<b>envoyai</b> envoyasse
21. <b>Être</b> <i>to be</i> serai serais	<b>étant</b> étais suis, es, est, sommes, êtes, sont sois, sois, soit, soyons, soyez, soient <i>Imperative:</i> sois, soyons, soyez	<b>été</b>	<b>fus</b> fusse
22. <b>Faire</b> <i>to do, make</i> ferai ferais	<b>faisant</b> faisais fais, fais, fait, faisons, faites, font fasse, fasses, fasse, fassions, fassiez, fassent	<b>fait</b>	<b>fis</b> fisse

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
23. <b>Falloir</b> <i>to be necessary</i> faudra faudrait	(wanting) fallait faut faillie	fallu  (Impersonal)	fallut fallût
24. <b>Fuir</b> <i>to flee</i> fuirai fuirais	fuyant fuyais fuis, fuis, fuit, fuyons, fuyez, fuient fuie, fuies, fuie, fuyions, fuyiez, fuient	fui	fuis fuisse
25. <b>Lire</b> <i>to read</i> lirai lirais	lisant lisais lis, lis, lit, lisons, lisez, lisent lise	lu	lus lusse
26. <b>Mettre</b> <i>to put</i> mettrai mettrais	mettant mettais mets, mets, met, mettons, mettez, mettent mette	mis	mis misse
27. <b>Mourir</b> <i>to die</i> mourrai mourrais	mourant mourais meurs, meurs, meurt, mourons, mourez, meurent meure, meures, meure, mourions. mouriez, meurent	mort (être mort)	mourus mourusse
28. <b>Naître</b> <i>to be born</i> naîtrai naîtrais	naissant naissais nais, nais, naît, naissons, naissez, naissent naisse	né (être né)	naquis naquisse
29. <b>Ouvrir</b> <i>to open</i> ouvrirai ouvrirais	ouvrant ouvrais ouvre, ouvres, ouvre, ouvrons, ouvrez, ouvrent ouvre	ouvert	ouvris ouvrisse



<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
30. <b>Plaire</b> <i>to please</i> plairai plairais	plaisant plaisais plais, plais, plaît, plaisons, plaisent plaise	plu	plus plusse
31. <b>Pleuvoir</b> <i>to rain</i> pleuvra pleuvrait	pleuvant pleuvait pleut pleuve	plu <i>(Impersonal)</i>	plut plût
32. <b>Pouvoir</b> <i>to be able</i> pourrai pourrais	pouvant pouvais peux or puis, peux, peut, pouvons, pouvez, peuvent puisse, puissés, puisse, puissions, puissiez, puissent <i>(Imperative lacking)</i>	pu	pus pusse
33. <b>Prendre</b> <i>to take</i> prendrai prendrais	prenant prenais prends, prends, prend, prenons, prenez, prennent prenne, prennent, prenne, prenions, preniez, prennent	pris	pris prisse
34. <b>Recevoir</b> <i>to receive</i> recevrai recevrais	recevant recevais reçois, reçois, reçoit, recevons, recevez, reçoivent reçoive, reçoives, reçoive, recevions, recevriez, reçoivent	reçu	reçus reçusse
35. <b>Résoudre</b> <i>to resolve</i> résoudrai résoudrais	résolvant résolvais résous, résous, résout, résolvons, résolvez, résolvent résolve	résolu or résous	résolus résolusse
36. <b>Rire</b> <i>to laugh</i> rirai rirais	riant riaïs ris rie	ri	ris risse

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
37. <b>Savoir</b> <i>to know</i> saurai saurais	<b>sachant</b> savais sais, sais, sait, savons, savez, savent sache, saches, sache, sachions, sachiez, sachent <i>Imperative:</i> sache, sachons, sachez	<b>su</b>	<b>sus</b> susse
38. <b>Suffire</b> <i>to suffice</i> suffirai suffirais	<b>suffisant</b> suffisais suffis, suffis, suffit, suffisons, suffisez, suffisent suffise	<b>suffi</b>	<b>suffis</b> suffisse
39. <b>Suivre</b> <i>to follow</i> suivrai suivrais	<b>suivant</b> suivais suis, suis, suit, suivons, suivez, suivent suive	<b>suivi</b>	<b>suivis</b> suivisse
40. <b>Tenir</b> <i>to hold</i> tiendrai tiendrais	<b>tenant</b> tenais tiens, tiens, tient, tenons, tenez, tiennent tienne, tiennes, tienne, tenions, teniez, tiennent	<b>tenu</b>	<b>tins</b> tinsse
41. <b>Vaincre</b> <i>to conquer</i> vaincrai vaincrais	<b>vainquant</b> vainquais vaines, vaines, vaine, vainquons, vainquez, vainquent vainque	<b>vaincu</b>	<b>vainquis</b> vainquisse
42. <b>Valoir</b> <i>to be worth</i> vaudrai vaudrais	<b>valant</b> valais vaux, vaux, vaut, valons, valez, valent vaille, vailles, vaille, valions, valiez, vaillent	<b>valu</b>	<b>valus</b> valusse

<i>Infinitive</i>	<i>Pres. Participle</i>	<i>Past Participle</i>	<i>Past Absolute</i>
43. <b>Venir</b> to come viendrai viendrais	<b>venant</b> venais viens, viens, vient, venons, venez, viennent vienne, viennes, vienne, venions, veniez, viennent	<b>venu</b> (être venu)	<b>vins</b> vinsse
44. <b>Vêtir</b> to clothe vêtirai vêtirais	<b>vêtant</b> vêtais vêts, vêts, vêt, vêtons, vêtez, vêtent vête	<b>vêtu</b>	<b>vêtis</b> vêtisse
45. <b>Vivre</b> to live vivrai vivrais	<b>vivant</b> vivais vis, vis, vit, vivons, vivez, vivent vive	<b>vécu</b>	<b>vécus</b> vécusse
46. <b>Voir</b> to see verrai verrais	<b>voyant</b> voyais vois, vois, voit, voyons, voyez, voient voie, voies, voie, voyions, voyiez, voient	<b>vu</b>	<b>vis</b> visse
47. <b>Vouloir</b> to will, wish  voudrai voudrais	<b>voulant</b> voulais veux, veux, veut, voulons, voulez, veulent veuille, veuilles, veuille, voulions, vouliez, veuillent <i>Imperative: veuille, veuillez</i> <sup>1</sup>	<b>voulu</b>	<b>voulus</b> voulusse

<sup>1</sup> The regular imperative forms **veux, voulons, voulez**, meaning to "exert one's will" rarely occur; more frequent are the irregular forms **veuille, veuillez**, plus an infinitive, with the sense of "please," in polite requests bordering upon commands, as; **Veillez marcher sur le trottoir**, *Please walk on the sidewalk.*

## III. REFERENCE LIST OF IRREGULAR VERBS

(The number refers to the model verb in the *Synoptic Table*.)

<b>A</b>		convaincre	41	<b>I</b>	
Abattre	6	coudre	11	Inscrire	19
absoudre	35	courir	12	introduire	9
accueillir	15	couvrir	29		
acquérir	1	craindre	13	<b>J</b>	
admettre	26	croire	14	Joindre	13
aller	2	cueillir	15		
appartenir	40	cuire	9		
apercevoir	34			<b>L</b>	
apprendre	33	<b>D</b>		Lire	25
assaillir	3	Décrire	19		
asseoir	4	détruire	9	<b>M</b>	
atteindre	13	devenir	43	Mentir	18
avoir	5	devoir	16	mettre	26
		dire	17	mourir	27
		dormir	18		
<b>B</b>				<b>N</b>	
Battre	6	<b>É</b>		Naître	28
boire	7	Écrire	19		
bouillir <sup>1</sup>	18	élire	25	<b>O</b>	
		endormir	18	Offrir	29
<b>C</b>		entreprendre	33	obtenir	40
Combattre	6	envoyer	20	ouvrir	29
commettre	26	éteindre	13		
comprendre	33	être	21	<b>P</b>	
concevoir	34	exclure	8	Paraître	10
conclure	8			parcourir	12
conduire	9	<b>F</b>		partir	18
connaître	10	Faire	22	peindre	13
conquérir	1	falloir	23	permettre	26
construire	9	feindre	13	plaindre	13
contenir	40	fuir	24	pleuvoir	31
contraindre	13				

<sup>1</sup> Present participle stem drops *ill* before endings -s, -s, -t.

poursuivre	39	revoir	46	<b>T</b>	
pouvoir	32	rire	36	Taire (se) <sup>1</sup>	30
prendre	33			tenir	40
plaire	30	<b>S</b>		traduire	9
produire	9	Satisfaire	22	tressaillir	3
promettre	26	savoir	37		
		sentir	18		
<b>R</b>		servir	18	<b>V</b>	
Recevoir	34	sortir	18	Vaincre	41
reconnaître	10	souffrir	29	valoir	42
réduire	9	sourire	36	venir	43
remettre	26	souscrire	19	vêtir	44
rendormir	18	se souvenir	43	vivre	45
renvoyer	20	suffire	38	voir	46
se repentir	18	suivre	39	vouloir	47
résoudre	35	surprendre	33		
revenir	43	survivre	45		

#### IV. REFERENCE LIST OF VERB REGIMENS AND IDIOMS

(In order to emphasize the importance of the preposition in verb regimens and idioms, the prepositional element of the regimen or idiom has been *italicized* in the examples.)

##### A

<b>Agir <i>de</i> (se)</b>	To be a matter (of)
Il s'agissait <i>de</i> sa santé.	It was a matter of his health.
<b><i>De</i> quoi s'agit-il maintenant?</b>	What is the matter now?
<b>Aimer mieux</b>	To prefer
J'aime mieux le faire, moi-même.	I prefer to do it myself.
Il aime mieux ceci que cela.	He prefers this to that.

<sup>1</sup> Pres. indic., third person singular bears no accent = **tait**.

<p> <b>Aller faire quelque chose</b>            Il est allé s'y asseoir.            Allez le faire.         </p>	<p>           To go (and) do something            He went and sat down there.            Go do it.         </p>
<p> <b>Aller chercher quelque chose</b>            Je vais chercher mes                livres.            Allez les chercher.         </p>	<p>           To go for something            I am going for my books.              Go for them <i>or</i> Go get them.         </p>
<p> <b>Aller à quelqu'un</b>            Cet habit vous va bien.            Ça ne me va pas.         </p>	<p>           To suit <i>or</i> fit someone            This coat fits you well.            That doesn't suit me.         </p>
<p> <b>Aller (s'en)</b>            Elle s'en est allée hier.            Allez-vous-en.         </p>	<p>           To go away            She went away yesterday.            Go away.         </p>
<p> <b>Apprendre à faire quelque chose</b>            Ils ont appris à nager.            Apprenez à le parler.         </p>	<p>           To learn to do something              They have learned to swim.            Learn to speak it.         </p>
<p> <b>Apprendre à faire quelque chose à quelqu'un</b>            Je lui apprends à écrire.            Apprenez-moi à faire le bien.         </p>	<p>           To teach someone to do something            I am teaching him to write.            Teach me to do good.         </p>
<p> <b>Assister à quelque chose</b>            Assistiez-vous aux conférences?            Je n'y ai jamais assisté.         </p>	<p>           To be present at something            Were you present at the lectures?            I have never been present.         </p>
<p> <b>Attendre (se) à quelque chose</b>            Il s'attend à me voir bientôt.            Je ne m'attendais à rien.         </p>	<p>           To expect something              He expects to see me soon.            I wasn't expecting anything.         </p>
<p> <b>Avoir beau faire quelque chose</b>            J'ai beau essayer de le faire.            Ils avaient beau courir.         </p>	<p>           To do something in vain              I try in vain to do it.            It was useless for them to run.         </p>

Avoir chaud, froid, sommeil,	To be hot, cold, sleepy,
raison, tort, besoin ( <i>de</i> ),	right, wrong, in need (of),
peur ( <i>de</i> ), honte ( <i>de</i> )	afraid (of), ashamed (of)
Aviez-vous chaud hier ?	Were you hot yesterday ?
On a froid en hiver.	We are cold in winter.
Les petits ont bien	The children are very
sommeil.	sleepy.
Vous avez raison, monsieur.	You are right, sir.
Il a eu tort cette fois-là !	He was wrong that time !
Il aura besoin <i>de</i> nous	He will need us tomorrow.
demain.	
N'ayez pas peur <i>de</i> mon	Don't be afraid of my
chien.	dog.
Il avait honte <i>de</i> le lui	He was ashamed to tell
dire.	it to him.

**Avoir** (*ailments, time, space, age*)

Qu'avez-vous ?	What is the matter with you ?
Je ne sais ce que j'ai.	I don't know what is the matter.
Il a mal à la tête.	He has a headache.
Qu'y avait-il ?	What was the matter <i>or</i> trouble ?
Il n'y avait rien.	There was nothing the matter.
Il y est arrivé il y a longtemps.	He arrived a long time ago.
Combien y a-t-il d'ici à Paris ?	How far is it (from here) to Paris ?
Quel âge a-t-il ? Il a dix ans.	How old is he ? He is ten.

**B**

**Bien**

J'ai bien le temps.	I have plenty of time.
Je le crois bien.	I should think so.
Gardez-vous-en bien !	Do nothing of the sort !
Ils sont très bien ici.	They are very comfortable here.
Bien entendu !	Of course !



## C

Changer <i>de</i> quelque chose	To change something
Il change sa chaise <i>de</i> place.	He changes the location of his chair.
J'ai changé <i>d'</i> avis.	I have changed my mind.
Connaître (se) <i>à</i> or <i>en</i> quelque chose	To be a judge of something
Il se connaît <i>en</i> hommes.	He is a judge of men.
Je ne m'y connais pas.	I am not a judge of them.
Côté	
Il marche <i>à</i> côté <i>de</i> nous.	He walks beside us.
Allez <i>de</i> ce côté-là.	Go in that direction.
Nous allions <i>du</i> côté <i>de</i> Passy.	We were going towards Passy.
Il demeure <i>de</i> ce côté <i>de</i> la rue.	He lives on this side of the street.

## D

Défendre <i>à</i> quelqu'un <i>de</i> faire quelque chose	To forbid someone to do something
Il défend <i>à</i> son fils <i>de</i> venir.	He forbids his son to come.
Je vous défends <i>de</i> dire cela.	I forbid you to say that.
Demander quelque chose <i>à</i> quelqu'un	To ask someone for something
Il m'a demandé son chapeau.	He asked me for his hat.
Demandez-le <i>à</i> ce garçon-là.	Ask that boy for it.
Demander <i>à</i> quelqu'un <i>de</i> faire quelque chose	To ask someone to do something
Demandez <i>à</i> votre ami <i>de</i> venir.	Ask your friend to come.
Il lui demande <i>de</i> le chercher.	He asks him to look for it.

Devenir	To become (of)
Qu'est-ce qu'il est devenu ?	What has become of him?
Savez-vous ce qu'il est devenu ?	Do you know what has become of him?
Douter (se) <i>de</i> quelque chose	To suspect something
Je me suis douté <i>de</i> tout cela.	I suspected all that.
Il ne s'en doutait pas.	He didn't suspect it.

## E

Envoyer chercher quelque chose	To send for something
J'enverrai le chercher.	I shall send for it.
Envoyez chercher votre frère.	Send for your brother.
Être à quelqu'un	To belong to someone
A qui est ce livre-ci ?	To whom does this book belong?
C'est à vous, monsieur.	It is yours, sir.
Être en train <i>de</i> faire quelque chose	To be busy doing something
Je suis en train <i>de</i> la lire.	I am busy reading it.
Il est en train <i>de</i> travailler.	He is busy working.

## F

Fâcher (se) <i>contre</i> quelqu'un	To be angry at <i>or</i> with someone
Elle se fâchait <i>contre</i> moi.	She grew angry at me.
<i>Contre</i> qui vous fâchez-vous ?	At whom are you angry?
Faire faire quelque chose	To have <i>or</i> get something done
Il a fait couper l'arbre.	He had the tree cut down.
Je fais écrire une lettre.	I am having a letter written

<b>Faire faire quelque chose à quelqu'un</b>	To have <i>or</i> make <i>or</i> get someone (to) do something
Il fait lire sa leçon à Jean.	He makes John read his lesson.
Il la lui fait apprendre.	He makes <i>or</i> has him learn it.
<b>Faire mal à quelqu'un</b>	To harm <i>or</i> hurt someone
Il a fait mal à mon neveu.	He has hurt my nephew.
Il s'est fait bien mal.	He has hurt himself badly.
<b>Faire froid, chaud, beau, etc.</b>	To be cold, warm, fine, etc. ( <i>weather</i> )
Il a fait froid hier.	It was cold yesterday.
Il fera chaud demain.	It will be warm to-morrow.
Il fait beau en ce moment.	The weather is fine now.
<b>Faire</b>	
Faites-le entrer tout de suite.	Show him in at once.
Il fait de son mieux.	He does the best that he can.
Faites attention !	Look out ! Pay attention !
C'en est fait de lui.	He is done for.
Qu'est-ce que cela me fait ?	What difference does that make to me ?
Cela <i>or</i> Ça ne fait rien.	It doesn't make any difference.
Cela ne se fait pas.	That isn't done.
Je suis fait à cela.	I am used to that.
Il se fait tard.	It is getting late.
Mon ami faisait le malade.	My friend played sick.
Il fait semblant <i>de</i> ne pas voir.	He pretends not to see.
Par le temps qu'il fait.	In such weather.
<b>Falloir quelque chose à quelqu'un</b>	To need something
Il lui faut des conseils.	He needs advice.
Qu'est-ce qu'il lui fallait ?	What did he need ?

<b>Finir <i>par</i> faire quelque chose</b>	To finally do something
Il a fini <i>par</i> s'endormir.	He finally went to sleep.
J'ai fini <i>par</i> le trouver.	I found it at last.

## H

<b>Heure</b>	
Je me suis levé <i>de</i> bonne heure.	I rose early.
A la bonne heure !	Fine ! <i>or</i> Very good !

## I

<b>Importe</b>	
Qu'importe !	What matter !
Apportez n'importe quoi.	Bring anything at all.
Je vous suivrai n'importe où.	I shall follow you anywhere.

## J

<b>Jouer à quelque chose</b>	To play something ( <i>a game</i> )
Jouez-vous <i>aux</i> cartes ?	Do you play cards ?
Je n'y joue jamais.	I never play.
<b>Jouer <i>de</i> quelque chose</b>	To play something ( <i>an instrument</i> )
Veuillez nous jouer <i>du</i> piano.	Please play the piano for us.
Il sait bien jouer <i>de</i> la harpe.	He can play well on the harp.

## L

<b>Laisser tomber quelque chose</b>	To drop something
Il a laissé tomber la cruche.	He dropped the pitcher.
Laissez-les tomber.	Drop them.

## M

<b>Manquer <i>de</i> faire quelque chose</b>	To fail to do something
Jamais il ne manque <i>de</i> me voir.	He never fails to see me.
Il a manqué <i>d'être</i> écrasé.	He was almost run over.

Mettre quelqu'un <i>au</i> courant <i>de</i> quelque chose <sup>1</sup>	To inform someone of something
Mettez-moi <i>au</i> courant <i>de</i> cela.	Tell <i>or</i> inform me about it.
On l'a mis <i>au</i> courant <i>de</i> tout.	He was informed of everything.
Mettre (se) à faire quelque chose	To begin to do something
Je me suis mis à courir vite.	I began to run fast.
Elle s'est mise à nous parler.	She began to talk to us.
Moquer (se) <i>de</i> quelqu'un	To make fun of someone
Pourquoi vous moquez-vous <i>de</i> moi ?	Why do you make fun of me ?
Il s'est moqué <i>de</i> ses amis.	He made fun of his friends.

## N

Nouvelles	
Donnez-moi de vos nouvelles.	Let me hear from you.
Je n'ai pas de leurs nouvelles.	I haven't any news of them.

## O

Obéir à quelqu'un	To obey someone
On doit obéir à la loi.	We should obey the law.
Obéissez à vos parents.	Obey your parents.
Ordonner à quelqu'un <i>de</i> faire quelque chose	To order someone to do something
On m'a ordonné <i>de</i> revenir.	I was ordered to return.
Il ordonne à son fils <i>de</i> partir.	He orders his son to leave.

<sup>1</sup> Compare tenir quelqu'un *au* courant *de* quelque chose, *to keep someone informed of something*, as: Il m'a tenu *au* courant *des* nouvelles, *He kept me informed of the news*.

## P

Pardonner quelque chose à quelqu'un Je le lui ai pardonné.	To pardon someone for something I have pardoned him for it.
Il pardonne à Marie sa faute.	He pardons Mary for her mistake.
Passer (se) <i>de</i> quelque chose	To get along without some- thing
Pouvez-vous vous passer <i>de</i> café?	Can you do without coffee?
Je ne puis m'en passer.	I can't get along without it.
Payer quelque chose à quel- qu'un J'ai payé les légumes <i>au</i> marchand.	To pay someone for some- thing I paid the merchant for the vegetables.
Payez-les-lui.	Pay him for them.
Peine	
Cela ne vaut pas la peine.	It is not worth while.
Donnez-vous la peine <i>d'</i> entrer.	Please enter.
J'ai peine à faire cela.	I can scarcely do that.
À peine était-il arrivé.	He had scarcely arrived.
Penser à quelqu'un, à quel- que chose	To think of someone, of something
Pensons à nos amis.	Let us think of our friends.
Je pense à mes bagages.	I am thinking of my baggage.
Penser quelque chose <i>de</i> quelqu'un, <i>de</i> quelque chose	To have an opinion about someone, about some- thing
Que pensez-vous <i>de</i> lui?	What do you think about him?
Voici ce que je pense <i>de</i> cela.	This is what I think about that.

Penser faire quelque chose	To come near doing something
Il a pensé venir nous voir.	He came near coming to see us.
Vous avez pensé tomber.	You almost fell.
Permettre à quelqu'un <i>de</i> faire quelque chose	To allow someone to do something
Permettez-moi <i>de</i> vous aider.	Allow me to help you.
Il a permis à Jean <i>de</i> venir.	He let John come.
Plaindre (se) <i>de</i> quelqu'un, <i>de</i> quelque chose	To complain about someone, of something
Il se plaint d'un mal de tête.	He complains of a headache.
S'est-il plaint <i>de</i> son voisin ?	Did he complain about his neighbor ?
Plaire à quelqu'un	To like
Est-ce que cela vous plaît ?	Do you like that ?
Cette pièce me plaît beaucoup.	I like that play very much.
Prendre garde à faire quelque chose	To take care to do something
Prenez garde à l'écrire bien.	Take care to write it well.
J'ai pris garde à fermer la porte.	I was careful to close the door.
Prendre garde <i>de</i> faire quelque chose	To avoid doing something
Prenez garde d'y aller seul.	Avoid going there alone.
Il prit garde <i>de</i> parler haut.	He took care not to speak loudly.
Prier quelqu'un <i>de</i> faire quelque chose	To ask someone to do something
Il m'a prié <i>de</i> vous voir.	He asked me to see you.
Priez-le <i>de</i> vous accompagner.	Ask him to go with you.



## Q

## Quoi

À quoi bon faire cela ?

What is the use of doing that ?

Il a un je ne sais quoi de bon.

There is something good about him.

## R

Rappeler (se) quelque chose

To remember something

Vous êtes-vous rappelé ce mot ?

Did you remember that word ?

Je me rappelle ce qu'il a dit.

I remember what he said.

Remercier quelqu'un *de* quelque chose

To thank someone for something

Je vous remercie *de* vos services.

I thank you for your aid.

Il remercie son ami *de* venir.

He thanks his friend for coming.

Ressembler à quelqu'un, à quelque chose

To resemble someone, something

Il ressemble à sa mère.

He resembles his mother.

Il lui ressemblait beaucoup.

He used to resemble her very much.

## Rencontre

Elle va à la rencontre *de* sa mère.

She is going to meet her mother.

Il a couru à ma rencontre.

He ran to meet me.

## S

Savoir faire quelque chose

To be able to do something

Savez-vous jouer aux cartes ?

Can you play cards ?

Il sait nager comme un poisson.

He can swim like a fish.

Servir (se) *de* quelque chose

To use something

Vous servez-vous *de* ceci ?

Are you using this ?

Je m'en sers toujours.

I always use it.

Servir à quelque chose	To be of use (for something)
A quoi sert ce ruban-ci ?	Of what use is this ribbon ?
Il sert à indiquer le chemin.	It is of use in showing the way.
Souvenir (se) <i>de</i> quelque chose, <i>de</i> quelqu'un	To remember something, someone
Je me souviens <i>de</i> ce jour-là.	I remember that day.
Il s'en est bien souvenu.	He remembered it very well.

## T

## Temps

Il venait <i>de</i> temps en temps.	He used to come now and then.
Ça arrive <i>de</i> temps à autre.	That happens occasionally.
Tenir à faire quelque chose	To be anxious to do something
Il tient à nous le donner.	He is anxious to give it to us.
Tenez-vous à y être demain ?	Do you insist on being there tomorrow ?

Tenir (s'en) à quelque chose	To rely on, be satisfied with something
Je sais à quoi m'en tenir.	I know what to rely upon.
Je m'en tiendrai à cela.	I shall be satisfied with that.

## Tout

Il s'est levé tout à coup.	He rose suddenly.
Apportez-le-moi tout <i>de</i> suite.	Bring it to me at once.
Je reviendrai tout à l'heure.	I shall return soon <i>or</i> presently.
Il est arrivé tout à l'heure.	He arrived a little while ago.

## Tout

Je suis tout à fait surpris.

Tout le monde le sait  
bien.Nous le ferons tout *de*  
même.Il a fait tout son  
possible.

I am wholly surprised.

Every one knows it very  
well.We shall do it just the  
same.

He did his best.

## V

Valoir la peine *de* faire  
quelque choseIl vaut la peine *de* le  
voir.Cela ne valait pas la  
peine.To be worth while doing  
somethingIt is worth while to see  
it.

That wasn't worth while.

Valoir mieux faire quelque  
chose

Il vaut mieux y rester.

Cela vaut bien mieux.

To be preferable to do some-  
thingIt is preferable to remain  
here.That is much more pref-  
erable.

Venir faire quelque chose

Venez me voir demain  
matin.

Il est venu me le dire.

To come (and) do some-  
thingCome to see me tomorrow  
morning.

He came and told me.

Venir à faire quelque chose

Il venait à passer à ce  
moment.

Si vous venez à le voir.

To happen to do something  
He happened to be pass-  
ing then.

If you happen to see him.

Venir *de* faire quelque  
choseJe venais *de* trouver le  
mien.Il vient *de* nous quitter.To have just done some-  
thing

I have just found mine.

He has just left us.

Vouloir dire quelque chose  
Que veut dire ce mot-ci ?

Voici ce que je veux dire.

Vouloir (en) à quelqu'un  
Nous en veut-il ?

Il en voulait à ses frères.

To mean something  
What does this word  
mean ?

This is what I mean.

To bear someone ill will  
Has he a grudge against  
us ?

He bore his brothers ill  
will.

## APPENDIX B

### I. DAUDET — La Dernière Classe.

### II. DE MAUPASSANT — Deux Amis.

#### I. LA DERNIÈRE CLASSE<sup>1</sup>

#### RÉCIT D'UN PETIT ALSACIEN<sup>2</sup>

Alphonse Daudet (1840-1897)

CE matin-là j'étais très en retard pour aller à l'école, et j'avais grand'peur d'être grondé, d'autant que M. Hamel nous avait dit qu'il nous interrogerait sur les participes, et je n'en savais pas le premier mot. Un moment 5 l'idée me vint de manquer la classe et de prendre ma course à travers champs.

Le temps était si chaud, si clair !

On entendait les merles siffler à la lisière du bois, et dans le pré Rippert, derrière la scierie, les Prussiens qui 10 faisaient l'exercice. Tout cela me tentait bien plus que la règle des participes ; mais j'eus la force de résister, et je courus bien vite vers l'école.

En passant devant la mairie, je vis qu'il y avait du monde<sup>3</sup> arrêté près du petit grillage aux affiches. Depuis 15 deux ans, c'est de là que nous sont venues toutes les mau-

<sup>1</sup> C'est la dernière classe pour le maître mais non pas pour les élèves.

<sup>2</sup> Frantz, qui nous raconte cette histoire, demeure dans un village alsacien. A la fin de la guerre franco-prussienne en 1871, la France fut obligée de céder à l'Allemagne un vaste territoire, dont l'Alsace formait une partie, et de payer une indemnité d'un milliard de dollars. Notre histoire se passe en 1872.

<sup>3</sup> du monde = des gens.

vaies nouvelles, les batailles perdues, les réquisitions, les ordres de la commandature; et je pensai sans m'arrêter:

« Qu'est-ce qu'il y a encore? »

Alors, comme je traversais la place en courant, le forgeron Wachter, qui était là avec son apprenti en train de  
20 lire l'affiche, me cria:

— « Ne te dépêche pas tant, petit; tu y arriveras toujours assez tôt, à ton école ! »

Je crus qu'il se moquait de moi, et j'entrai tout essoufflé  
25 dans la petite cour de M. Hamel.

D'ordinaire, au commencement de la classe, il se faisait un grand tapage qu'on entendait jusque dans la rue, les pupitres ouverts, fermés, les leçons qu'on répétait très haut tous ensemble en se bouchant les oreilles pour mieux  
30 apprendre, et la grosse règle du maître qui tapait sur les tables:

« Un peu de silence ! »

Je comptais sur tout ce train <sup>1</sup> pour gagner mon banc sans être vu; mais justement ce jour-là tout était tran-  
35 quille, comme un matin de dimanche. Par la fenêtre ouverte, je voyais mes camarades déjà rangés à leur place, et M. Hamel, qui passait et repassait avec la terrible règle en fer sous le bras. Il fallut ouvrir la porte et entrer au milieu de ce grand calme. Vous pensez, si j'étais rouge  
40 et si j'avais peur !

Eh bien, non. M. Hamel me regarda sans colère et me dit très doucement:

« Va vite à ta place, mon petit Frantz; nous allions commencer sans toi. »

45 J'enjambai le banc et je m'assis tout de suite à mon pupitre. Alors seulement, un peu remis de ma frayeur, je remarquai que notre maître avait sa belle redingote verte, son jabot plissé fin et la calotte de soie noire brodée qu'il

<sup>1</sup> *train* = *tapage* (ligne 27), *bruit*.

ne mettait que les jours d'inspection <sup>1</sup> ou de distribution  
50 de prix. Du reste, toute la classe avait quelque chose  
d'extraordinaire et de solennel. Mais ce qui me surprit  
le plus, ce fut de voir au fond de la salle, sur les bancs qui  
restaient vides d'habitude, les gens du village assis et si-  
lencieux comme nous, le vieux Hauser avec son tricorne,  
55 l'ancien maire, l'ancien facteur, et puis d'autres personnes  
encore. Tout ce monde-là paraissait triste; et Hauser  
avait apporté un vieil abécédaire mangé aux bords qu'il  
tenait grand ouvert sur ses genoux, avec ses grosses lu-  
nettes posées en travers des pages.

60 Pendant que je m'étonnais de tout cela, M. Hamel était  
monté dans sa chaire,<sup>2</sup> et, de la même voix douce et grave  
dont il m'avait reçu, il nous dit :

« Mes enfants, c'est la dernière fois que je vous fais  
la classe. L'ordre est venu de Berlin <sup>3</sup> de ne plus enseigner  
65 que l'allemand dans les écoles de l'Alsace et de la Lor-  
raine. . . Le nouveau maître arrive demain. Ajour-  
d'hui c'est votre dernière leçon de français. Je vous prie  
d'être bien attentifs. »

Ces quelques paroles me bouleversèrent. Ah! les misé-  
70 rables, voilà ce qu'ils avaient affiché à la mairie:

Ma dernière leçon de français!

Et moi qui savais à peine écrire! Je n'apprendrais  
donc jamais! Il faudrait donc en rester là! Comme je  
m'en voulais maintenant du temps perdu, des classes man-  
75 quées à courir les nids ou à faire des glissades sur la Saar! <sup>4</sup>  
Mes livres que tout à l'heure encore je trouvais si en-  
nuyeux, si lourds à porter, ma grammaire, mon histoire

<sup>1</sup> *inspection*, par l'inspecteur de l'enseignement primaire, qui est un fonctionnaire de l'Administration de l'Instruction Publique.

<sup>2</sup> *chaire*, la tribune d'où le maître parle à ses élèves.

<sup>3</sup> *L'ordre est venu de Berlin*. L'allemand est devenu la langue officielle de l'Alsace-Lorraine le 1 juillet 1872.

<sup>4</sup> *la Saar* = la Sarre, rivière qui prend sa source dans les Vosges et se jette dans la Moselle.



sainte, me semblaient à présent de vieux amis qui me  
 feraient beaucoup de peine à quitter. C'est comme M.  
 80 Hamel. L'idée qu'il allait partir, que je ne le verrais  
 plus, me faisait oublier les punitions, les coups de règle.

Pauvre homme!

C'est en l'honneur de cette dernière classe qu'il avait  
 mis ses beaux habits du dimanche, et maintenant je com-  
 85 prenais pourquoi ces vieux du village étaient venus s'as-  
 seoir au bout de la salle. Cela semblait dire qu'ils regret-  
 taient de ne pas y être venus plus souvent, à cette école.  
 C'était aussi comme une façon de remercier notre maître  
 de ses quarante ans de bons services, et de rendre leurs  
 90 devoirs à la patrie qui s'en allait.

J'en étais là de mes réflexions, quand j'entendis appeler  
 mon nom. C'était mon tour de réciter. Que n'aurais-je  
 pas donné pour pouvoir dire tout au long cette fameuse  
 règle des participes, bien haut, bien clair, sans une faute!  
 95 Mais je m'embrouillai aux premiers mots, et je restai de-  
 bout à me balancer dans mon banc, le cœur gros, sans  
 oser lever la tête. J'entendais M. Hamel qui me parlait:

«Je ne te gronderai pas, mon petit Frantz, tu dois être  
 assez puni. Voilà ce que c'est. Tous les jours on se dit:  
 100 Bah! j'ai bien le temps. J'apprendrai demain. Et puis  
 tu vois ce qui arrive. . . Ah! ç'a été le grand malheur  
 de notre Alsace de toujours remettre son instruction à de-  
 main. Maintenant ces gens-là<sup>1</sup> sont en droit de nous  
 dire: Comment! Vous prétendiez être Français, et vous  
 105 ne savez ni parler ni écrire votre langue! . . . Dans  
 tout ça, mon pauvre Frantz, ce n'est pas encore toi<sup>2</sup> le  
 plus coupable. Nous avons tous notre bonne part de  
 reproches à nous faire.

« Vos parents n'ont pas assez tenu à vous voir instruits.

<sup>1</sup> *ces gens-là*, les Allemands.

<sup>2</sup> *ce n'est pas encore toi*, forme emphatique pour *tu n'es pas*.

110 Ils aimaient mieux vous envoyer travailler à la terre<sup>1</sup>  
ou aux filatures pour avoir quelques sous de plus. Moi-  
même, n'ai-je rien à me reprocher? Est-ce que je ne vous  
ai pas souvent fait arroser mon jardin au lieu de travail-  
ler? Et quand je voulais aller pêcher des truites, est-ce  
115 que je me gênaï pour vous donner congé . . . ?»

Alors, d'une chose à l'autre, M. Hamel se mit à nous  
parler de la langue française, disant que c'était la plus  
belle langue du monde, la plus claire, la plus solide, qu'il  
fallait la garder entre nous et ne jamais l'oublier, parce  
120 que quand un peuple tombe esclave, tant qu'il tient bien  
sa langue, c'est comme s'il tenait la clef de sa prison.  
Puis il prit une grammaire et nous lut notre leçon. J'étais  
étonné de voir comme je comprenais. Tout ce qu'il disait  
me semblait facile, facile. Je crois aussi que je n'avais  
125 jamais si bien écouté, et que lui non plus n'avait jamais  
mis autant de patience à ses explications. On aurait dit  
qu'avant de s'en aller le pauvre homme voulait nous don-  
ner tout son savoir, nous le faire entrer dans la tête d'un  
seul coup.

130 La leçon finie, on passa à l'écriture. Pour ce jour-là,  
M. Hamel nous avait préparé des exemples tout neufs,  
sur lesquels était écrit en belle ronde: *France, Alsace,*  
*France, Alsace.* Cela faisait comme des petits drapeaux  
qui flottaient tout autour de la classe pendus à la tringle<sup>2</sup>  
135 de nos pupitres. Il fallait voir comme chacun s'appli-  
quait et quel silence! On n'entendait que le grincement  
des plumes sur le papier. Un moment des hannetons en-  
trèrent; mais personne n'y fit attention, pas même les  
tout petits, qui s'appliquaient à tracer leurs bâtons<sup>3</sup> avec  
140 un cœur, une conscience, comme si cela encore était du

<sup>1</sup> à la terre = aux champs.

<sup>2</sup> tringle, un verge de fer qui s'étend le long du bord supérieur d'une rangée  
de pupitres.

<sup>3</sup> bâtons, des barres que tracent les débutants en écriture.

français. . . Sur la toiture de l'école, des pigeons roucoulaient tout bas, et je me disais en les écoutant :

« Est-ce qu'on ne va pas <sup>1</sup> les obliger à chanter en allemand, eux aussi ? »

145 De temps en temps, quand je levais les yeux de dessus ma page, je voyais M. Hamel immobile dans sa chaire et fixant les objets autour de lui, comme s'il avait voulu emporter dans son regard toute sa petite maison d'école. . . Pensez ! depuis quarante ans, il était là à la même place, 150 avec sa cour en face de lui et sa classe toute pareille. Seulement les bancs, les pupitres s'étaient polis, frottés par l'usage ; les noyers de la cour avaient grandi, et le houblon qu'il avait planté lui-même enguirlandait maintenant les fenêtres jusqu'au toit. Quel crève-cœur ça de- 155 vait être pour ce pauvre homme de quitter toutes ces choses, et d'entendre sa sœur qui allait, venait, dans la chambre au-dessus, en train de fermer leurs malles ! car ils devaient partir le lendemain, s'en aller du pays pour toujours.

160 Tout de même il eut le courage de nous faire la classe jusqu'au bout. Après l'écriture, nous eûmes la leçon d'histoire ; ensuite les petits chantèrent le BA, BE, BI, BO. BU.<sup>2</sup> Là-bas au fond de la salle, le vieux Hauser avait mis ses lunettes, et, tenant son abécédaire à deux mains, 165 il épelait les lettres avec eux. On voyait qu'il s'appliquait, lui aussi ; sa voix tremblait d'émotion, et c'était si drôle de l'entendre, que nous avions tous envie de rire et de pleurer. Ah ! je m'en souviendrai de cette dernière classe. . .

Tout à coup l'horloge de l'église sonna midi, puis l'An- 170 gelus. Au même moment, les trompettes des Prussiens

<sup>1</sup> *Est-ce qu'on ne va pas.* La question négative est ironique.

<sup>2</sup> *chanter le BA, BE, BI, BO, BU,* une méthode d'enseignement de la lecture.

qui revenaient de l'exercice éclatèrent sous nos fenêtres. . .  
M. Hamel se leva, tout pâle, dans sa chaire. Jamais il ne  
m'avait paru si grand.

« Mes amis, dit-il, mes amis, je . . . je . . . »

175 Mais quelque chose l'étouffait. Il ne pouvait pas ache-  
ver sa phrase.

Alors il se tourna vers le tableau, prit un morceau de  
craie, et, en appuyant de toutes ses forces, il écrivit aussi  
gros qu'il put :

180 « VIVE LA FRANCE ! »

Puis il resta là, la tête appuyée au mur, et, sans parler,  
avec sa main il nous faisait signe :

183 « C'est fini . . . allez-vous-en. »<sup>1</sup>

## II. DEUX AMIS

### Guy de Maupassant (1850-1893)

PARIS était bloqué,<sup>2</sup> affamé et râlant. Les moi-  
neaux se faisaient bien rares sur les toits, et les égouts  
se dépeuplaient. On mangeait n'importe quoi.

Comme il se promenait tristement par un clair matin  
5 de janvier le long du boulevard extérieur, les mains dans  
les poches de sa culotte d'uniforme et le ventre vide,  
M. Morissot, horloger de son état et pantouflard<sup>3</sup> par  
occasion, s'arrêta net devant un confrère qu'il reconnut  
pour un ami. C'était M. Sauvage, une connaissance du  
10 bord de l'eau.

Chaque dimanche, avant la guerre, Morissot partait  
dès l'aurore, une canne en bambou d'une main, une  
boîte en fer-blanc sur le dos. Il prenait le chemin de

<sup>1</sup> *allez-vous-en* = 'maintenant, allez chez vous.'

<sup>2</sup> *Paris était bloqué.* 1870-1871, siège de Paris par les Allemands.

<sup>3</sup> *pantouflard*, sobriquet donné aux membres de la *Garde nationale séden-  
taire* qui montaient la garde dans la ville pendant le siège de Paris.

fer d'Argenteuil,<sup>1</sup> descendait à Colombes,<sup>2</sup> puis gagnait  
 15 à pied l'île Marante.<sup>3</sup> A peine arrivé en ce lieu de  
 ses rêves, il se mettait à pêcher; il pêchait jusqu'à la  
 nuit.

Chaque dimanche, il rencontrait là un petit homme  
 replet et jovial, M. Sauvage, mercier, rue Notre-Dame-  
 20 de-Lorette, autre pêcheur fanatique. Ils passaient sou-  
 vent une demi-journée côte à côte, la ligne à la main  
 et les pieds ballants au-dessus du courant; et ils s'étaient  
 pris d'amitié l'un pour l'autre.

En certains jours, ils ne parlaient pas. Quelquefois  
 25 ils causaient; mais ils s'entendaient admirablement sans  
 rien dire, ayant des goûts semblables et des sensations  
 identiques.

Au printemps, le matin, vers dix heures, quand le  
 soleil rajeuni faisait flotter sur le fleuve tranquille cette  
 30 petite buée qui coule avec l'eau, et versait dans le dos  
 des deux enragés pêcheurs une bonne chaleur de saison  
 nouvelle, Morissot parfois disait à son voisin : « Hein!  
 quelle douceur! » et M. Sauvage répondait : « Je ne  
 connais rien de meilleur. » Et cela leur suffisait pour se  
 35 comprendre et s'estimer.

A l'automne, vers la fin du jour, quand le ciel, en-  
 sanglanté par le soleil couchant, jetait dans l'eau des  
 figures de nuages écarlates, empourprait le fleuve en-  
 tier, enflammait l'horizon, faisait rouges comme du  
 40 feu les deux amis, et dorait les arbres roussis déjà, fré-  
 missants d'un frisson d'hiver, M. Sauvage regardait  
 en souriant Morissot et prononçait : « Quel spectacle! »  
 Et Morissot émerveillé répondait, sans quitter des

<sup>1</sup> *Argenteuil*, petite ville sur la rive droite de la Seine, pas loin de Ver-  
 sailles et de Paris. Vignobles et cultures maraîchères.

<sup>2</sup> *Colombes*, petite ville entre Argenteuil et Paris, au nord-ouest. Raffi-  
 neries, imprimeries.

<sup>3</sup> *Marante*, île dans la Seine entre Colombes et Argenteuil.

yeux son flotteur : « Cela vaut mieux que le boulevard,  
45 hein ? »

Dès qu'ils se furent reconnus, ils se serrèrent les mains énergiquement, tout émus de se retrouver en des circonstances si différentes. M. Sauvage, poussant un soupir, murmura : « En voilà des événements ! » Morissot, très morne, gémit : « Et quel temps ! C'est au-  
50 jourd'hui le premier beau jour de l'année. »

Le ciel était, en effet, tout bleu et plein de lumière.

Ils se mirent à marcher côte à côte, rêveurs et tristes. Morissot reprit : « Et la pêche ? hein ! quel bon sou-  
55 venir ! »

M. Sauvage demanda : « Quand y retournerons-nous ? »

Ils entrèrent dans un petit café et burent ensemble une absinthe ; puis ils se remirent à se promener sur les  
60 trottoirs.

Morissot s'arrêta soudain : « Une seconde verte,<sup>1</sup> hein ? » M. Sauvage y consentit : « A votre disposition. » Et ils pénétrèrent chez un autre marchand de vins.

65 Ils étaient fort étourdis en sortant, troublés comme des gens à jeun dont le ventre est plein d'alcoöl. Il faisait doux. Une brise caressante leur chatouillait le visage.

M. Sauvage, que l'air tiède achevait de griser, s'ar-  
70 rêta : « Si on y allait ? »

— Où ça ?

— A la pêche, donc.

— Mais où ?

— Mais à notre île. Les avant-postes français sont  
75 auprès de Colombes. Je connais le colonel Dumoulin ; on nous laissera passer facilement. »

<sup>1</sup> *une seconde verte*, ç.-à-d. un second verre d'absinthe. La liqueur aromatisée avec cette plante est d'une couleur vert clair.



Morissot frémit de désir : « C'est dit. J'en suis. »  
Et ils se séparèrent pour prendre leurs instruments.

Une heure après, ils marchaient côte à côte sur la  
80 grand'route. Puis ils gagnèrent la villa qu'occupait  
le colonel. Il sourit de leur demande et consentit à  
leur fantaisie. Ils se remirent en marche, munis d'un  
laisser-passer.

Bientôt ils franchirent les avant-postes, traversèrent  
85 Colombes abandonné, et se trouvèrent au bord des  
petits champs de vigne qui descendent vers la Seine.  
Il était environ onze heures.

En face, le village d'Argenteuil semblait mort. Les  
hauteurs d'Orgemont<sup>1</sup> et de Sannois<sup>2</sup> dominaient tout  
90 le pays. La grande plaine qui va jusqu'à Nanterre<sup>3</sup>  
était vide, toute vide, avec ses cerisiers nus et ses terres  
grises.

M. Sauvage, montrant du doigt les sommets, mur-  
mura : « Les Prussiens sont là-haut ! » Et une inquié-  
95 tude paralysait les deux amis devant ce pays désert.

« Les Prussiens ! » Ils n'en avaient jamais aperçu,  
mais ils les sentaient là depuis des mois, autour de  
Paris, ruinant la France, pillant, massacrant, affamant,  
invisibles et tout-puissants. Et une sorte de terreur  
100 superstitieuse s'ajoutait à la haine qu'ils avaient pour  
ce peuple inconnu et victorieux.

Morissot balbutia : « Hein ! si nous allions en ren-  
contrer ? »

M. Sauvage répondit, avec cette gouaillerie<sup>4</sup> pari-  
105 sienne reparaissant malgré tout :

« Nous leur offririons une friture. »

<sup>1</sup> *Orgemont*, hauteurs près de Paris au nord-ouest d'Argenteuil.

<sup>2</sup> *Sannois*, hauteurs près de Paris.

<sup>3</sup> *Nanterre*, petite ville entre Argenteuil et Versailles au nord-ouest de Paris. Patrie de sainte Geneviève, patronne de Paris, née en 420.

<sup>4</sup> *gouaillerie*, familier pour *raillerie*.



Mais ils hésitaient à s'aventurer dans la campagne, intimidés par le silence de tout l'horizon.

A la fin, M. Sauvage se décida: « Allons, en route!  
110 mais avec précaution. » Et ils descendirent dans un champ de vigne, courbés en deux, rampant, profitant des buissons pour se couvrir, l'œil inquiet, l'oreille tendue.

Une bande de terre nue restait à traverser pour  
115 gagner le bord du fleuve. Ils se mirent à courir; et dès qu'ils eurent atteint la berge, ils se blottirent dans les roseaux secs.

Morissot colla sa joue par terre pour écouter si on ne marchait pas dans les environs. Il n'entendit rien.  
120 Ils étaient bien seuls, tout seuls.

Ils se rassurèrent et se mirent à pêcher.

En face d'eux l'île Marante abandonnée les cachait à l'autre berge. La petite maison du restaurant était close, semblait délaissée depuis des années.

125 M. Sauvage prit le premier goujon, Morissot attrapa le second, et d'instant en instant ils levaient leurs lignes avec une petite bête argentée frétilant au bout du fil : une vraie pêche miraculeuse.

Ils introduisaient délicatement les poissons dans une  
130 poche de filet à mailles très serrées, qui trempait à leurs pieds. Et une joie délicieuse les pénétrait, cette joie qui vous saisit quand on retrouve un plaisir aimé dont on est privé depuis longtemps.

Le bon soleil leur coulait sa chaleur entre les épaules;  
135 ils n'écoutaient plus rien; ils ne pensaient plus à rien; ils ignoraient le reste du monde; ils pêchaient.

Mais soudain un bruit sourd qui semblait venir de sous terre fit trembler le sol. Le canon se remettait à tonner.

140 Morissot tourna la tête, et par-dessus la berge il aperçut là-bas, sur la gauche, la grande silhouette du

Mont-Valérien,<sup>1</sup> qui portait au front une aigrette blanche, une buée de poudre qu'il venait de cracher.

Et aussitôt un second jet de fumée partit du sommet de la forteresse; et quelques instants après une  
145 nouvelle détonation gronda.

Puis d'autres suivirent, et de moment en moment, la montagne jetait son haleine de mort, soufflait ses vapeurs laiteuses qui s'élevaient lentement dans le ciel  
150 calme, faisaient un nuage au-dessus d'elle.

M. Sauvage haussa les épaules : « Voilà qu'ils recommencent, » dit-il.

Morissot, qui regardait anxieusement plonger coup sur coup la plume de son flotteur, fut pris soudain  
155 d'une colère d'homme paisible contre ces enragés qui se battaient ainsi, et il grommela : « Faut-il être stupide pour se tuer comme ça. »

M. Sauvage reprit : « C'est pis que des bêtes. »

Et Morissot, qui venait de saisir une ablette,<sup>2</sup> déclara :  
160 « Et dire que ce sera toujours ainsi tant qu'il y aura des gouvernements. »

M. Sauvage l'arrêta : « La République n'aurait pas déclaré la guerre . . . »

Morissot l'interrompit : « Avec les rois on a la guerre  
165 au dehors; avec la République on a la guerre au dedans. »

Et tranquillement ils se mirent à discuter, débrouillant les grands problèmes politiques avec une raison saine d'hommes doux et bornés, tombant d'accord sur  
170 ce point, qu'on ne serait jamais libres. Et le Mont-Valérien tonnait sans repos, démolissant à coups de boulet des maisons françaises, broyant des vies, ékra-

<sup>1</sup> *Mont-Valérien*, la plus haute colline des environs de Paris, à l'ouest de cette ville. Fortifiée en 1841, elle a toujours joué un rôle très important dans la défense de Paris. Le village de Nanterre se trouve au pied.

<sup>2</sup> *ablette*, f., ou *able*, m., petit poisson délicat d'eau douce à écailles argentées appelé "poisson blanc" (whitebait).

sant des êtres, mettant fin à bien des rêves, à bien des joies attendues, à bien des bonheurs espérés, ouvrant  
175 en des cœurs de femmes, en des cœurs de filles, en des cœurs de mères, là-bas, en d'autres pays, des souffrances qui ne finiraient plus.

« C'est la vie, » déclara M. Sauvage.

« Dites plutôt que c'est la mort, » reprit en riant  
180 Morissot.

Mais ils tressaillirent effarés, sentant bien qu'on venait de marcher derrière eux ; et ayant tourné les yeux, ils aperçurent, debout contre leurs épaules, quatre hommes, quatre grands hommes armés et bar-  
185 bus, vêtus comme des domestiques en livrée et coiffés de casquettes plates, les tenant en joue au bout de leurs fusils.

Les deux lignes s'échappèrent de leurs mains et se mirent à descendre la rivière.

190 En quelques secondes, ils furent saisis, attachés, emportés, jetés dans une barque et passés dans l'île.

Et derrière la maison qu'ils avaient cru abandonnée, ils aperçurent une vingtaine de soldats allemands.

Une sorte de géant velu, qui fumait, à cheval sur une  
195 chaise, une grande pipe de porcelaine, leur demanda, en excellent français : « Eh bien, messieurs, avez-vous fait bonne pêche ? »

Alors un soldat déposa aux pieds de l'officier le filet plein de poissons, qu'il avait eu soin d'emporter. Le  
200 Prussien sourit : « Eh ! eh ! je vois que ça n'allait pas mal. Mais il s'agit d'autre chose. Écoutez-moi et ne vous troublez pas.

« Pour moi, vous êtes deux espions envoyés pour me guetter. Je vous prends et je vous fusille. Vous faisiez  
205 semblant de pêcher, afin de mieux dissimuler vos projets. Vous êtes tombés entre mes mains, tant pis pour vous ; c'est la guerre.

« Mais comme vous êtes sortis par les avant-postes, vous avez assurément un mot d'ordre pour rentrer.

210 Donnez-moi ce mot d'ordre et je vous fais grâce. »

Les deux amis, livides, côte à côte, les mains agitées d'un léger tremblement nerveux, se taisaient.

L'officier reprit : « Personne ne le saura jamais, vous rentrerez paisiblement. Le secret disparaîtra avec vous.

215 Si vous refusez, c'est la mort, et tout de suite. Choisissez. »

Ils demeurèrent immobiles sans ouvrir la bouche.

Le Prussien, toujours calme, reprit en étendant la main vers la rivière : « Songez que dans cinq minutes  
220 vous serez au fond de cette eau. Dans cinq minutes ! Vous devez avoir des parents ? »

Le Mont-Valérien tonnait toujours.

Les deux pêcheurs restaient debout et silencieux. L'Allemand donna des ordres dans sa langue. Puis  
225 il changea sa chaise de place pour ne pas se trouver trop près des prisonniers ; et douze hommes vinrent se placer à vingt pas, le fusil au pied.

L'officier reprit : « Je vous donne une minute, pas deux secondes de plus. »

230 Puis il se leva brusquement, s'approcha des deux Français, prit Morissot sous le bras, l'entraîna plus loin, lui dit à voix basse : « Vite, ce mot d'ordre ? Votre camarade ne saura rien, j'aurai l'air de m'attendrir. »

235 Morissot ne répondit rien.

Le Prussien entraîna alors M. Sauvage et lui posa la même question.

M. Sauvage ne répondit pas.

Ils se retrouvèrent côte à côte.

240 Et l'officier se mit à commander. Les soldats élevèrent leurs armes.

Alors le regard de Morissot tomba par hasard sur le filet plein de goujons, resté dans l'herbe, à quelques pas de lui.

245 Un rayon de soleil faisait briller le tas de poissons qui s'agitaient encore. Et une défaillance l'envahit. Malgré ses efforts, ses yeux s'emplirent de larmes.

Il balbutia : « Adieu, monsieur Sauvage. »

M. Sauvage répondit : « Adieu, monsieur Morissot. »

250 Ils se serrèrent la main, secoués des pieds à la tête par d'invincibles tremblements.

L'officier cria : Feu !

Les douze coups n'en firent qu'un.

M. Sauvage tomba d'un bloc sur le nez.<sup>1</sup> Morissot,  
255 plus grand, oscilla, pivota et s'abattit en travers sur son camarade, le visage au ciel, tandis que des bouillons de sang s'échappaient de sa tunique crevée à la poitrine.

L'Allemand donna de nouveaux ordres.

260 Ses hommes se dispersèrent, puis revinrent avec des cordes et des pierres qu'ils attachèrent aux pieds des deux morts ; puis ils les portèrent sur la berge.

Le Mont-Valérien ne cessait pas de gronder, coiffé  
265 maintenant d'une montagne de fumée.

Deux soldats prirent Morissot par la tête et par les jambes ; deux autres saisirent M. Sauvage de la même façon. Les corps, un instant balancés avec force, furent lancés au loin, décrivirent une courbe, puis plongèrent,  
270 debout, dans le fleuve, les pierres entraînant les pieds d'abord.

L'eau rejaillit, bouillonna, frissonna, puis se calma, tandis que de toutes petites vagues s'en venaient jusqu'aux rives.

<sup>1</sup> *tomba d'un bloc sur le nez* = tomba lourdement, comme une masse, sur le visage.

275 Un peu de sang flottait.

L'officier, toujours serein, dit à mi-voix : « C'est le tour des poissons maintenant. »

Puis il revint vers la maison.

Et soudain il aperçut le filet aux goujons dans  
280 l'herbe. Il le ramassa, l'examina, sourit, cria : « Wilhelm ! »

Un soldat accourut, en tablier blanc. Et le Prussien, lui jetant la pêche des deux fusillés, commanda : « Fais-moi frire <sup>1</sup> tout de suite ces petits animaux-là pendant  
285 qu'ils sont encore vivants. Ce sera délicieux. »

Puis il se remit à fumer sa pipe.

<sup>1</sup> *Fais-moi frire.* Verbe défectif ; pour suppléer aux formes inusitées de *frire*, on emploie le verbe *faire*, suivi de l'infinitif *frire*. L'impératif existe au singulier : *fris*.

## VOCABULARY

NOTE. — *Words similar to the English, common adverbs in -ment, and many words of common occurrence are not included in the vocabulary. The English equivalents are suited to the text and are not necessarily the usual values.*

### A

s'**abattre**, to fall down, fall.  
 un **abécédaire**, primer.  
 une **ablette**, whitebait.  
 d'**abord**, at first, first.  
 un **accord**, agreement; **tomber d'—**, to come to an agreement.  
**accourir**, to run up.  
**achever**, to complete, finish, give the finishing stroke.  
**admirable**, wonderful.  
 s'**affaiblir**, to grow weaker, become enfeebled.  
**affamer**, to starve, famish.  
 une **affiche**, poster, placard.  
**afficher**, to post up.  
**afin de**, in order to.  
**agir**, to act; **il s'agit de**, it's a matter or question of.  
 s'**agiter**, to move.  
 une **aigrette**, plume, crest.  
 un **air**, air; **avoir l'—**, to look, seem.  
**ajouter**, to add.  
**allemand**, German.

**aller**, to go; **s'en —**, to go away; — **pour**, to start to; **allons !** come now!  
**amener**, to bring.  
 une **amitié**, friendship.  
**ancien**, former, old.  
 un **angélus**, angelus (*a bell calling to prayer*).  
**apercevoir**, to perceive, see, notice.  
**appliquer**, to apply; **s'—**, to give attention, apply one's self.  
**apprendre**, to learn, teach.  
 un **apprenti**, apprentice.  
**s'approcher**, to draw near, advance.  
**s'appuyer**, to bear on, lean against.  
**argenté**, silvery.  
 (s')**arrêter**, to stop.  
**arriver**, to arrive, happen.  
 un **arrondissement**, district, ward.  
**arroser**, to water.  
**attacher**, to fasten, tie.  
**atteindre**, to reach.



(s')**attendre**, to wait for,  
expect.

s'**attendrir**, to soften, relent.

une **attention**, attention;

**faire** —, to pay atten-  
tion, notice.

**attraper**, to catch.

**au-dessus**, above, over;  
— **de**, above.

**auprès de**, near, close to.

**aussi**, also, as well; —

. . . **que**, as . . . as.

**aussitôt**, directly, at once.

**d'autant que**, the more so  
as.

**autre**, other, another,  
next.

un **avant-poste**, outpost.

s'**aventurer**, to venture.

**avoir**, *see* **air**, **peur**.

## B

(se) **balancer**, to balance,  
sway, swing back and  
forth.

**balbutier**, to stammer.

**baller**, to dangle.

le **banc**, bench, seat.

la **bande**, strip.

**barbu**, bearded.

le **bâton**, stick; **tracer leurs**

—s, make their strokes.

**battre**, to beat; **se** —,  
to fight.

la **berge**, bank.

la **bête**, animal, thing, crea-  
ture.

**bien**, well, quite, clearly,

very, really; — **plus**,

much more; — **de**,

many; **eh** — ! well !

**bientôt**, soon.

**bienvenu**, welcome.

le **billet**, ticket (*railroad*);

— **de faire part**, wed-  
ding announcement.

le **bloc**, lump, mass.

**bloquer**, to blockade.

se **blotir**, to crouch, lie  
hidden.

**boire**, to drink.

le **bois**, wood, woods.

la **boîte**, box, case.

**bon**, —**ne**, good, nice, ex-  
cellent, pleasant, mild.

le **bonheur**, pleasure.

le **bord**, edge; — **de l'eau**,  
riverside, bank.

**borné**, limited, narrow-  
minded.

**boucher**, to stop up.

le **bouillon**, bubble.

**bouillonner**, to seethe.

**bouleverser**, to upset.

le **bout**, end.

le **bras**, arm.

la **bravoure**, bravery.

**briller**, to shine, glisten.

la **brise**, breeze.

**broder**, to embroider.

**broyer**, to crush, mangle.

le **bruit**, noise, sound.

**brûler**, to burn.

**brusquement**, suddenly,  
quickly.

la **buée**, vapor, mist.

le **buisson**, bush, thicket.

## C

**ça** = **cela**, that.

**cacher**, to hide.

le **café**, tavern.

la **caisse**, cashier's window.  
 le **calme**, quiet.  
   **calme**, calm.  
 se **calmer**, to become calm,  
   quiet.  
 la **calotte**, skullcap.  
 le **camarade**, comrade,  
   friend.  
 la **campagne**, country, field.  
 la **canne**, cane, pole.  
 le **canon**, cannon.  
 le **canton**, district, canton.  
   **car**, for, because.  
   **carré**, square.  
 la **casquette**, cap.  
   **causer**, to chat, talk.  
   **cependant**, nevertheless,  
   however.  
 le **cerisier**, cherry tree.  
   **cesser**, to leave off, stop.  
   **chacun**, each one.  
 la **chaire**, teacher's desk.  
 la **chaise**, chair.  
 la **chaleur**, heat, warmth.  
 la **chambre**, room.  
 le **champ**, field.  
   **chanter**, to sing, chant,  
   coo.  
   **chaque**, each, every.  
   **chasser**, to hunt, drive  
   away.  
   **chatouiller**, to tickle.  
   **chaud**, warm.  
 le **chemin**, way, road; — **de**  
   **fer**, railroad.  
 à **cheval**, astride.  
   **choisir**, to choose, select.  
 la **chose**, thing, matter.  
 le **ciel**, sky, heavens.  
   **clair**, clear, bright, dis-  
   tinct.

la **classe**, class, school;  
   **manquer la** —, to play  
   truant, 'cut class';  
   **faire la** —, to teach  
   (the) school, hold reci-  
   tations.  
 la **clef**, key.  
   **clos**, shut up.  
 le **cœur**, heart.  
   **coiffé (de)**, having on  
   one's head.  
 la **colère**, anger, wrath.  
   **coller**, to press, place  
   (close to).  
 la **commandature**, military  
   headquarters.  
   **comme**, as, as though,  
   like; how.  
 le **commencement**, begin-  
   ning.  
   **comment!** what!  
 la **commune**, township.  
   **comprendre**, to under-  
   stand.  
   **compter**, to count.  
 le **confrère**, colleague.  
 (le) **congé**: **donner** —, to dis-  
   miss.  
 la **connaissance**, acquaint-  
   ance.  
   **connaître**, to know.  
 la **conscience**, conscience,  
   conscientiousness.  
 le **conseil**, counsel.  
   **consentir**, to agree.  
 le **consulat**, consulate.  
   **conserver**, preserve, keep.  
   **contre**, against.  
 la **corde**, rope.  
 le **corps**, body.  
 (la) **côte**: — **à** —, side by side.

- couchant**, setting (*of the sun*).
- couler**, to flow, glide along; drop.
- le coup**, blow, shot, stroke; — **sur** —, time and again; — **de boulet**, cannon-shot; **d'un** —, at one stroke; **tout à** —, all at once, suddenly.
- coupable**, guilty, responsible.
- couper**, to cut.
- la cour**, courtyard.
- le courage**, courage, heart.
- le courant**, stream, current.
- la courbe**, curve.
- (se) **courber**, to bend, stoop.
- courir**, to run; — **les nids**, hunt birds' nests.
- la couronne**, crown.
- (la) **course**: **prendre ma** —, to take my way, take a run.
- se couvrir**, to cover one's self.
- cracher**, to spit, spit out.
- la craie**, chalk.
- le crève-cœur**, heartbreak, deep sorrow.
- crever**, to pierce.
- crier**, to cry out, call out.
- croire**, to believe, think.
- la culotte**, breeches.

## D

- debout**, standing.
- débrouiller**, to explain.
- (se) **décider**, to decide, make up one's mind.
- déclarer**, to say, proclaim.

- décrire**, to trace, describe.
- dedans**: **au** —, on the inside, internal.
- la défaillance**, weakness.
- dehors**: **au** —, outside, without, external.
- déjà**, already.
- délaisser**, to desert.
- délicatement**, gently.
- délicieu-x**, -se, delightful; very fine.
- délivrer**, to set free.
- demain**, tomorrow.
- la demande**, request.
- demander**, to ask.
- demeurer**, to remain.
- une demi-journée**, half a day.
- démolir**, to destroy, demolish.
- se dépêcher**, to hurry, hasten.
- se dépeupler**, to become depopulated.
- déposer**, to set down, put down.
- depuis**, since, for.
- derrière**, behind.
- dès**, at, as early as; — **que**, as soon as.
- descendre**, to go down, alight, get out.
- désert**, deserted.
- le désir**, longing.
- dessus**, above; **au** —, above; **par** —, above.
- la détonation**, report.
- deux**: **en** —, double, over.
- devant**, before, in front of.
- devoir**, ought, must; be going to; **ça devait être**, that must have

been ; ils devaient partir, they were to leave.  
 le devoir, duty ; rendre leurs —s, pay their respects.  
 le dimanche, Sunday.  
 dire, to say, tell ; c'est dit, it is settled ; cela semblait —, all that seemed to mean.  
 discuter, to discuss.  
 disparaître, to disappear, vanish.  
 la disposition, command, service.  
 dissimuler, to conceal.  
 le doigt, finger.  
 le domestique, servant.  
 dominer, to overlook.  
 donc, then.  
 donner, to give, bestow.  
 dont, of which, from which.  
 dorer, to gild.  
 le dos, back ; sur le —, over one's shoulders ; dans le —, upon one's shoulders.  
 doucement, gently, quietly.  
 la douceur, delight.  
 dou-x, -ce, gentle, sweet, mild.  
 le drapeau, flag.  
 le droit, right ; être en — de, to be justified in.  
 drôle, amusing, droll.

## E

l'eau (f.), water.  
 écarlate, scarlet.

s'échapper, to fall, drop, escape.  
 (s')éclater, to burst forth.  
 une école, school.  
 écouter, to listen, listen to, hear ; pay attention.  
 écraser, to crush, shatter.  
 écrire, to write.  
 une écriture, writing.  
 effaré, frightened.  
 (un) effet : en —, in fact.  
 une église, church.  
 un égout, drain, gutter.  
 élever, to raise, bring up ; s'—, to rise.  
 s'embrouiller, to get confused.  
 émerveiller, to seize with admiration.  
 une émotion, excitement, emotion.  
 émouvoir, to move, affect.  
 s'emplir, to fill.  
 emporter, to carry (away), take (away), carry along.  
 empourprer, to make purple.  
 encore, still ; qu'est-ce qu'il y a — ? what's the matter now ? ce n'est pas — toi, you are really not.  
 énergiquement, vigorously.  
 enflammer, to inflame, set on fire.  
 enguirlander, to encircle, twine about.  
 enjamber, to stride over.  
 ennuyeux, -se, tiresome.

enragé, mad, obstinate.  
 un enragé, madman.  
 ensanglanter, to redden.  
 ensemble, together, in concert.  
 ensuite, then, next, afterwards.  
 (s')entendre, to hear; understand each other.  
 entraîner, to lead away, drag along.  
 entre, between.  
 envahir, to overcome, seize upon.  
 une envie, desire.  
 environ, about.  
 les environs (m. p.), neighborhood.  
 un envoi, sending, mailing.  
 envoyer, to send.  
 une épaule, shoulder.  
 épeler, to spell (out).  
 espérer, to hope, expect.  
 un espion, spy.  
 essoufflé, out of breath.  
 s'estimer, to esteem each other.  
 établir, to establish.  
 (un) état: de son —, by profession.  
 (s')étendre, to extend, stretch (out).  
 s'étonner, to be amazed, surprised.  
 étouffer, to choke.  
 étourdi, giddy, dizzy.  
 être, to be; en — là, to be at that stage (of); j'en suis, I am with you.  
 un être, being, creature.  
 un événement, event.

examiner, to look over, examine.  
 un exemple, hand-written copy; model (*in a writing lesson*).  
 un exercice, exercise; faire l'—, to drill.  
 exister, to be, exist.  
 une explication, explanation.  
 extérieur, —e, outer.  
 extraordinaire, unusual.

## F

(la) face: en — (de), opposite, in front (of).  
 facile, easy.  
 la façon, way, manner.  
 faire, *see* attention, classe, exercice, grâce, semblant; cela faisait comme, that had the effect of.  
 se faire, to become.  
 falloir, to be necessary, must; il fallait voir, you ought to have seen.  
 fameux—x, —se, celebrated, fine.  
 la fantaisie, caprice, whim.  
 la faute, mistake.  
 favoriser, to favor.  
 la fenêtre, window.  
 le fer, iron; *see* chemin.  
 le fer-blanc, tin.  
 (se) fermer, to close.  
 le feu, fire.  
 la figure, image, reflection.  
 le fil, line.  
 la filature, spinning-mill.  
 le filet, net, network.  
 la fin, end; à la —, at last.

**finir**, to come to an end, end.  
**fixer**, to stare at.  
 le **fleuve**, river.  
**flotter**, to float, wave.  
 le **flotteur**, float, bob (*in fishing*).  
 la **fois**, time.  
 la **folie**, madness.  
 le **fond**, bottom, back, most distant part.  
 le **fonds**, stock.  
 la **force**, strength, force.  
 le **forgeron**, blacksmith.  
**fort**, quite.  
 la **forteresse**, fort.  
**franchir**, to pass, cross through.  
 la **frayeur**, fright.  
**frémir**, to shiver; thrill.  
**frétiller**, to wriggle.  
**frire**: **faire** —, to fry.  
 le **frisson**, chill.  
**frissonner**, to quiver.  
 la **friture**, fried fish, a dish of fried fish.  
 le **front**, brow.  
**frotter**, to rub, wear.  
 la **fumée**, smoke, steam.  
**fumer**, to smoke.  
 le **fusil**, gun, rifle.  
**fusiller**, to shoot (down).

## G

**gagner**, to reach, make for, arrive at; win.  
**garder**, to keep, take care of.  
**géant**, gigantic.  
**gémir**, to groan.  
 se **gêner**, to embarrass, (be) upset.

le **genou**, knee.  
 les **gens** (m., f. p.), people.  
 la **glissade**, slide; **faire des** —s, to go sliding.  
 la **gouaillerie**, chaffing, mockery.  
 le **goujon**, gudgeon.  
 le **goût**, taste.  
 (la) **grâce**: **faire** — **à**, to pardon.  
**grand**, great, high, tall, big; — **ouvert**, wide open.  
**grandir**, to grow larger, grow up.  
 la **grand'route**, highway.  
**grave**, serious.  
 le **grillage aux affiches**, bulletin-board.  
 le **grincement**, scratching.  
**gris**, gray.  
 (se) **griser**, to intoxicate, become intoxicated.  
**grommeler**, to mutter, grumble.  
**gronder**, to scold; rumble, boom, roar.  
**gros**, —se, big, great, large; **le cœur** —, my heart swelling.  
 la **guerre**, war.  
**guetter**, to watch, spy upon.

## H

NOTE. — Mute **h** is indicated by the use of **un**, **une**; aspirate **h** by **le**, **la**, or by an *apostrophe*.

un **habit**, coat, suit of clothes.  
 un **habitant**, resident, inhabitant.

- la **haine**, hatred.  
 une **haleine**, breath.  
 le **hanneton**, May (June) bug (*cockchafer*).  
 (le) **hasard**: **par** —, accidentally, perchance.  
   '**hausser**, to shrug.  
   '**haut**, high, aloud, **là- —**, up there.  
 la **hauteur**, height, hill.  
   '**hein**, eh! what?  
 une **herbe**, grass.  
 un **héritier**, heir.  
   **hésiter**, to hesitate.  
 une **heure**, hour; o'clock;  
   **tout à l'—**, just now, a little while ago, presently.  
 une **histoire**, history.  
 un **honneur**, honor.  
   '**honteux**, —**se**, shameful.  
 une **horloge**, clock.  
 un **horloger**, clockmaker, watchmaker.  
 le **houblon**, hop, hop-vine.

## I

- une **idée**, thought, idea.  
   **identique**, same.  
   **ignorer**, to be ignorant of; ignore.  
 une **île**, island.  
   **immobile**, motionless.  
   **importer**, to concern, matter; **n'importe**, no matter.  
   **imposer**, to impose.  
 une **impulsion**, impulse.  
   **inconnu**, unknown, unfamiliar.  
   **inqui-èt**, —**ète**, uneasy.

- une **inquiétude**, uneasiness.  
 un **instant**, moment; **d'— en —**, from time to time.  
   **instituer**, to establish, create.  
 une **instruction**, education.  
   **instruit**, educated.  
 un **instrument**, implement; tackle (*in fishing*).  
   **interroger**, to question, quiz.  
   **interrompre**, to interrupt.  
   **intimidé**, frightened.  
   **introduire**, to slip in, put in.  
   **invincible**, irresistible.  
   **invisible**, unseen.

## J

- le **jabot**, shirt-frill or ruffle.  
 la **jambe**, leg.  
 (le) **janvier**, January.  
 le **jardin**, garden.  
 le **jet**, jet, stream, gush.  
   **jeter**, to throw, cast, hurl, toss.  
 (le) **jeun**: **à —**, fasting.  
   la **joie**, joy, delight.  
 (la) **joue**: **tenir en —**, to aim at.  
 le **jour**, day.  
   **jusque**, to, as far as, even;  
   **jusqu'à**, until, up to.  
   **justement**: — **ce jour-là**, on that particular day.

## L

- là**, there; — **-bas**, yonder, over there.  
   **laisser**, to permit, let.



- le **laisser-passer**, pass (*permit*).  
 laiteu-**x**, -**se**, milky.  
 lancer, to fling, throw.  
 la **langue**, language, tongue.  
 la **larme**, tear.  
 la **leçon**, lesson.  
 lég-**er**, -**ère**, weak, feeble.  
 le **lendemain**, morrow.  
 lentement, slowly.  
 lever, to raise, lift; **se** —, rise, get up, stand up.  
 libre, free.  
 le **lieu**, place, spot; **au** — **de**, instead of.  
 la **ligne**, line, fishing line.  
 lire, to read.  
 la **lisière**, edge, border.  
 livide, white, pale.  
 la **livrée**, livery.  
 loin, far.  
 (le) **long**, tout **au** —, from one end to the other;  
 le — **de**, along.  
 longtemps, a long time;  
 depuis —, long since.  
 lourd, heavy.  
 la **lumière**, light.  
 les **lunettes** (f.), spectacles.

## M

- la **maille**, mesh.  
 la **main**, hand.  
 maintenant, now, nowadays.  
 le **maire**, mayor.  
 la **mairie**, town hall.  
 mais, but, why.  
 le **maître**, school-teacher, master.  
 mal, ill, badly.

- malgré**, in spite of.  
 le **malheur**, misfortune.  
 la **malle**, trunk.  
 manger, to eat, devour;  
 mangé **aux bords**, dog-eared, worn on the edges.  
 manquer, to miss, fail.  
 le **marchand**, dealer.  
 la **marche**, walk.  
 marcher, to walk, march, advance.  
 le **matin**, morning.  
 même, same, very; even.  
 le **mercier**, haberdasher, dealer in notions.  
 le **merle**, blackbird.  
 mettre, put, put on, wear; **se** — **à**, to begin (to); **se** — **à table**, to sit down (*to eat*).  
 le **midi**, noon.  
 le **milieu**, middle.  
 la **minute**, moment, minute.  
 misérable, wretched; **ah!**  
 les —**!** oh, the rascals!  
 le **moineau**, sparrow.  
 le **monde**, world, people, guests; **il y avait du** —, there was a crowd;  
 tout **ce** — **-là**, all those people.  
 monter, to ascend, rise.  
 montrer, to point out.  
 se **moquer de**, to make fun of, laugh at.  
 le **morceau**, piece.  
 morne, dejected, gloomy.  
 la **mort**, death.  
 mort, lifeless.

le **mot**, word; — **d'ordre**, password.

**munir**, to arm, provide (with).

le **mur**, wall.

**murmurer**, to murmur, mutter.

## N

**nerveu-x**, **-se**, nervous.

**net**, short.

**neu-f**, **-ve**, new, fresh.

le **nez**, nose; **tomber sur le** —, fall face downward.

**nouveau**: **de** —, again.

la **nouvelle**, news.

le **noyer**, walnut tree.

**nu**, bare.

le **nuage**, cloud, mist, shadow.

la **nuit**, night, dark.

## O

**obliger**, to compel.

(une) **occasion**: **par** —, occasionally, accidentally.

un **œil** (pl. **yeux**), eye, look.

**offrir**, to offer, present.

**ordinaire**: **d'**—, usually.

un **ordre**, command, order.

une **oreille**, ear.

**osciller**, to sway.

**oser**, to dare.

**oublier**, to forget.

**ouvert**, open.

(s')**ouvrir**, to open.

## P

**paisible**, peaceable, peaceful.

**paisiblement**, quietly.

le **pantoufflard**, *see note 3*, page 167.

**par**, through, by, in, on.

**paraître**, to seem, appear.

**pareil**, **-le**, similar, like.

le **parent**, parent, relative.

**parfois**, sometimes, occasionally, at times.

la **parole**, word.

la **part**, share.

le **participe**, participle.

**partir**, to depart, leave; rise.

le **pas**, step, pace.

**passer**, to pass (by), spend, carry over; — **et repasser**, walk up and down.

la **patrie**, fatherland.

le **pays**, country, district, region.

la **pêche**, fishing, fish, catch (*of fish*).

**pêcher**, to fish, go fishing.

le **pêcheur**, fisherman.

la **peine**, sorrow; **à** —, hardly, scarcely.

**pendant**, during; — **que**, while.

**pendre**, to hang.

**pénétrer**, to enter.

le **petit**, child.

le **peuple**, people, nation.

la **peur**, fear; **avoir** —, to fear, be afraid.

la **phrase**, sentence.

le **pied**, foot; **à** —, on foot; **au** —, grounded (*of arms*).

la **pierre**, stone.

**piller**, to pillage.  
**pis**, worse.  
 la **place**, place, square, seat, room.  
 le **plaisir**, pleasure.  
**plat**, flat, low.  
**plein**, full, filled.  
**pleurer**, to weep, cry.  
**plisser**, to plait.  
 la **plume**, pen, feather.  
**plus**, more; **le** —, the most; **ne** . . . —, no longer, no more; **de** —, more, in addition.  
**plusieurs**, several.  
**plutôt**, rather.  
 la **poche**, pocket, bag.  
 le **point**, point; — **de vue**, viewpoint.  
 le **poisson**, fish.  
 la **poitrine**, lungs, breast, chest.  
**polir**, polish; **se** —, to wear smooth.  
**porter**, to carry, bear; wear.  
**poser**, to place, put, lay down.  
 la **poudre**, powder.  
**pousser**, to utter.  
 le **pré**, meadow.  
**prendre**, to take, seize, catch, get, obtain; **se** — **d'amitié pour**, to take a liking to.  
**près**, near; — **de**, near by, with.  
**prétendre**, to pretend, claim.  
**prier**, to beg, pray.  
**priver**, to deprive.

le **prix**, prize.  
 le **problème**, question, problem.  
**proclamer**, to declare.  
**profiter**, avail one's self (of), take advantage of.  
 les **progrès** (m. p.), progress.  
 le **projet**, plan, project.  
 se **promener**, to take a walk.  
**prononcer**, to say.  
**puis**, then, next.  
 la **punition**, punishment.  
 le **pupitre**, desk.

## Q

**quand**, when, as soon as, in case that, if.  
**quitter**, to leave, quit, take off.

## R

la **raison**, reason, argument.  
**rajeunir**, to rejuvenate.  
**râler**, to choke, have the death rattle.  
**ramasser**, to pick up.  
**ramper**, to crawl.  
 la **rangée**, row.  
**rare**, scarce.  
 se **rassurer**, to take courage, be reassured.  
 le **rayon**, ray, beam.  
 se **reconnaître**, to recognize each other.  
 la **redingote**, frock-coat.  
 la **réflexion**, thought, reflection.  
 le **regard**, look, glance.  
**regarder**, to look at, gaze.  
 la **règle**, rule, ruler.

- le **règne**, reign, govern-  
 ment.  
**rejaillir**, to splash.  
**relever**, to revive.  
**remarquer**, to notice.  
**remercier**, to thank.  
**remettre**, to recover; to  
 postpone, put off; **se**  
 —, to set out again.  
**rencontrer**, to meet.  
**rendre**, to render.  
**rentrer**, to return (home);  
 enter.  
**reparaître**, to reappear,  
 come out again.  
**repartir**, to set out again.  
**repasser**, *see* **passer**.  
**répéter**, to rehearse, go  
 over, study, repeat.  
**repl-et, -ète**, stout, fat.  
**répondre**, to answer,  
 reply.  
 le **repos**, rest.  
**repandre**, to resume, say.  
 la **réquisition**, levy, assess-  
 ment.  
 (le) **reste**: **du** —, besides.  
 (le) **retard**: **en** —, late, be-  
 hind time.  
**retrouver**, to recover; **se**  
 —, to find each other  
 again.  
 le **rêve**, dream, fancy.  
**réveiller**, to awake, wake  
 up.  
**revenir**, to return, come  
 back.  
**rire**, to laugh.  
 la **rive**, bank, shore.  
 la **rivière**, river, stream.  
 le **roi**, king.
- rond**, round; **en belle**  
 —e, in a fine, flowing  
 hand (*writing*).  
 le **roseau**, reed.  
**roucouler**, to coo.  
**roussir**, to turn reddish  
 brown.  
 le **royaume**, kingdom.  
 la **rue**, street.  
**ruiner**, to ruin, destroy.
- S**
- sacrer**, to crown.  
 la **sagesse**, wisdom, pru-  
 dence.  
**sain**, sound, healthy.  
**saint**, sacred.  
**saisir**, to catch, seize.  
 la **saison**, season.  
 la **salle**, hall, room.  
 le **sang**, blood.  
**sauf**, save, except.  
**savoir**, to know, know  
 how, learn.  
 la **scierie**, sawmill.  
**sec, sèche**, dry.  
**secouer**, to shake, agi-  
 tate.  
**semblable**, similar.  
 (le) **semblant**, **faire** —, to  
 pretend.  
**sembler**, to seem, appear.  
 la **sensation**, feeling, sen-  
 sation.  
**sentir**, to feel.  
 se **séparer**, to part from  
 each other.  
**serein**, calm.  
**serré**, close, small.  
 (se) **serrer**, to grasp.  
**seulement**, only, even.

**si**, if, whether; what if, suppose; so.  
**siffler**, to whistle, sing (*of birds*).  
 la **soie**, silk.  
 le **soin**, care.  
 le **sol**, ground.  
 le **soleil**, sun.  
**solennel**, **-le**, serious, solemn.  
 le **sommet**, top, summit.  
**songer**, to think, dream.  
**sonner**, to strike (*of a clock*).  
 la **sorte**, kind, sort.  
**sortir**, to come out, leave, come forth.  
 le **sou**, cent, sou.  
**soudain**, suddenly.  
**souffler**, to blow.  
 la **souffrance**, suffering, pain.  
 le **soupir**, sigh.  
**sourd**, dull, low.  
**sourir**, to smile.  
 le **sourire**, smile.  
**sous**, under.  
 le **souvenir**, memory, recollection.  
 se **souvenir de**, to remember.  
**souvent**, frequently, often.  
**succéder**, to succeed (= to follow).  
**suffire**, to be sufficient, be enough.  
 (la) **suite**: **tout de** —, immediately.  
**suivre**, to follow.  
 la **superficie**, area.  
**sur**, on, over, upon, in regard to.  
**surprendre**, to surprise.

**surtout**, especially, above all.

## T

la **table**, top of a desk.  
 le **tableau**, blackboard.  
 le **tablier**, apron.  
 se **taire**, to be silent, say nothing, hold one's tongue.  
**tandis que**, while.  
**tant**, so much, so long; — **que**, so long as.  
 le **tapage**, noise, racket.  
**taper**, to tap, strike.  
 le **tas**, heap, pile.  
 le **témoin**, witness.  
 le **temps**, time, weather; **de — en —**, from time to time.  
**tendu**, strained, intent.  
**tenir**, to hold; — **à**, desire greatly, insist upon; — **en joue**, *see joue*.  
**tenter**, to tempt.  
 la **terre**, earth, land; **à la** —, in the fields, on the farms; **par** —, on the ground.  
**tiède**, warm.  
 le **toit**, roof, top.  
 la **toiture**, roof, roofing.  
**tomber**, to fall; — **es-clave**, become enslaved.  
**tonner**, to thunder.  
**toujours**, always, continually, still; — **assez tôt**, quite soon enough.  
 le **tour**, turn.  
**tout**, quite, wholly, entirely, all.

**tracer**, to write, trace.

le **train**, hubbub, confusion ;

**en — de**, engaged in.

**tranquille**, quiet, calm, still.

(le) **travers** : **en —**, across, crosswise ; **à —**, across, through.

**traverser**, to cross, go through.

le **tremblement**, trembling.

**trembler**, to shake, tremble.

**trempé**, to be immersed.

**très**, very, quite.

**tressaillir**, to start, tremble.

le **tricorne**, three-cornered hat.

la **tringle**, iron rod (*see note 2, page 165*).

le **trottoir**, sidewalk.

**troubler**, to disturb, agitate.

**trouver**, to find, consider ; **se —**, to be.

la **truite**, trout.

se **tuer**, to kill one another.

la **tunique**, coat (*uniform*).

## U

une **uniforme**, uniform ; **d'—**, regimental.

un **usage**, use, custom.

## V

la **vague**, wave.

la **vapeur**, steam, vapor.

**velu**, hairy.

**venir**, to come ; — **de**, to have just (*plus an inf.*) ; **s'en —**, to come away, come up.

le **ventre**, stomach.

**vers**, toward, to, about.

**verser**, to shed, pour.

**vert**, green.

la **verte**, *see note, page 169*.

**vêtir**, to clothe, array, clad.

**vide**, empty, vacant.

la **vie**, life.

la **vigne**, grapevine, vineyard.

le **vin**, wine.

la **vingtaine**, score.

le **visage**, face.

**vite**, quickly, fast.

**vivant**, alive.

**vivre**, to live.

**voilà**, that is, this is ; — **ce que c'est**, this is how it is ; **en — des événements!** what events !

**voir**, to see.

le **voisin**, neighbor.

la **voix**, voice ; **à mi—**, in a low tone.

**vouloir**, to wish, want, like ; **comme je m'en voulais**, how provoked I was with myself.

**vrai**, true, right, real, genuine.

## Y

les **yeux**, *see œil*.

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